

UNIVERSIDADE FEDERAL DE MINAS GERAIS

FACULDADE DE LETRAS

Programa de Pós-graduação em Ensino de Língua Inglesa

**MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS: From Ads to
the Future**

Aline Christine Finco

Belo Horizonte

2014

Aline Christine Finco

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS: From Ads to the Future

Trabalho apresentado no curso de pós-graduação em Ensino de Língua Inglesa da Faculdade de Letras da UFMG como requisito parcial para obtenção do título de Especialista em Ensino de Língua Inglesa

Orientador: Adriana Maria Tenuta de Azevedo

Data de apresentação: 11/12/2014

Belo Horizonte

2014

CONTENTS

Introduction.....	p. 4
Unit 1 – Add more ads!.....	p. 5
Unit 2 – How will you go?.....	p. 17
Appendix.....	p.25
Test Booklet – Unit 1.....	p. 26
Test Booklet – Unit 2.....	p. 29
Teacher’s guide – Unit 1.....	p. 33
Teacher’s guide – Unit 2.....	p. 36
Test Booklet – Answers – Unit 1.....	p. 40
Test Booklet – Answers – Unit 2.....	p. 42
Rationale.....	p. 44
Bibliography references.....	p. 49
Other websites references.....	p. 50

Introduction

Since the rise of globalization as we know, teaching a foreign language becomes the object of concern, more and more, within the academy.

The complex learning process that occurs in the case of L2 acquisition itself brings all contemporary pedagogy challenges: relations between student and teacher, perceptions of student's subjectivity and historicity, etc. and to these we add natural challenges of working with a language which is not their mother tongue.

In this scenario, this paper seeks to present a set of materials aimed at teaching function, to serve as a possible paradigm or model for structuring materials with the same purposes.

More particularly, this work is based on Richards and Rogers' (2001) pedagogical plans, considering the participative and communicative learning, in which the student who is learning is the real protagonist; and is based on the division of skills proposed by Hinkel (2006) to explore speaking, reading, listening and writing.

Both units of this work have as a background, respectively, the world of advertising and predictions about the future. These units were made for adolescents from 15 to 19 years old, with low intermediate level of English (based on a language school/institute program). I decided to choose these topics due to the influence of marketing nowadays (consumerism is increasing more and more, mainly between adolescents), and due to many discussions involving a future we do not know, we are not sure about and can not predict (as our parents and grandparents could one day). These are topics of everyday life, then. The grammatical point of the first unit is the usage of comparatives; in the second unit, the grammatical point is the future form. Each one has its specific vocabulary and, in addition, they have exercises which are based on the skills already mentioned, in a collaborative and communicative way. The units also come with proposals for evaluation/assessment to be applied. The texts are very relevant because they claim student's attention, mainly for these ages I proposed to work with. This work does not have any commercial purpose and only can be shared with previous authorization of the author.

Unit 1 Add more ads!



Getting in the mood!

1 – Discuss the questions below in pairs or in trios:

- A) How often do you see ads in magazines, TV programs, etc?
- B) Do you have a favorite ad? Do you have one you consider very bad? If so, what are they and why do you think they are good or bad?
- C) When you were a child do you remember any ad you used to like too much?

Now as a class discuss the answers.



Then watch the video online: http://www.youtube.com/watch?v=NewrL-Tw_Wk

MARKETING THEN

MARKETING NOW

20th C
Emergence of interruptive media: TV ads, billboards, and email SPAM

2000
The DotCom Bubble grows and bursts, giving us search engines and blogs.

2003
Social media sites emerge, making marketing more social.

2006
The world tunes out interruptive marketing and craves engaging content.

2012
Marketers create content people love.

HubSpot
FOR THE LOVE OF MARKETING

Learn how you can create marketing people love.
www.HubSpot.com/essential-guide-to-internet-marketing

Time to discuss!

2 – Analyze the ad about marketing in this page with a partner. Do you agree with it? Do you think ads are better now or were better in the past? Why? How could you associate the image with the timeline?

A timeline is a way of displaying a list of events in chronological order, sometimes described as a project artifact. It is typically a graphic design showing a long bar labelled with dates alongside itself and usually events labelled on points where they would have happened.

wikipedia.com

Source: <http://themanngroup.blogspot.com.br/2012/08/marketing-then-vs-marketing-now.html>, accessed on July, 2014

3 – What can you see?

Still in pairs, look at the pictures below and answer: What's different? Why?

"I use a Gillette," say 9 out of 10 Corporation Executives

THESE are men of intelligence, of keen analytical powers. They think things out. And in their personal tastes, they see the same fine sense of discrimination... So it is an endorsement of no mean weight when so many--so great a percentage--willingly acknowledge that they look to a Gillette for the cool comfort of a perfect shave.

This is simply another proof that, based on the perfection of its shaving service, Gillette pre-eminence is an indisputable fact!

Whether you have a hand "shaver" or an electric shaver, your Gillette razor will become a PERFECT shaver if you use "Blue Razor"--a new shaving head that is polished to a finer finish. A perfect razor and we'll gladly send you a copy with our compliments.

GILLETTE SAFETY RAZOR CO., BOSTON, U.S.A.

85 to 875
The Packard
In Gold Plated, In
In Silver Plated, etc.

The New Improvement
Gillette
SAFETY RAZOR

<http://designbeep.com/2009/10/21/original-ads-of-old-times-from-famous-companies/>

TURNS SHAVING INTO GLIDING

THINNER FINER BLADES

NEW
Gillette
Fusion
PROGLIDE

*vs. Four Blades vs. Fusion

<http://www.groupon.com.au/deals/national-deal/-gillette-715841183>

BAYER
ASPIRIN

Genuine

SAY "BAYER" when you buy Aspirin. Insist!
Unless you see the "Bayer Cross" on tablets, you are not getting the genuine Bayer product prescribed by physicians over 23 years and proved safe by millions for

Bayer Tablets Aspirin Genuine

Colds	Headache
Toothache	Rheumatism
Neuritis	Lumbago
Neuralgia	Pain, Pain

Accept only "Bayer" package which contains proper directions.
Handy "Bayer" boxes of 12 tablets—Also bottles of 24 and 100—Druggists.
Aspirin is the trade name of Bayer Manufactures of Monachia, Germany.

<http://thevintagemoth.blogspot.com.br/2011/06/vintage-advertisement-ive-got-pain.html>

BOSS'S JOKES

ASPIRINA

CAPIASPIRINA

IF IT GETS STRONGER, WE GET STRONGER. 

<http://www.123inspiration.com/brilliant-minimalist-print-ads/>

Advertising or advertizing in business is a form of marketing communication used to encourage, persuade, or manipulate an audience (viewers, readers or listeners; sometimes a specific group) to take or continue to take some action. Most commonly, the desired result is to drive consumer behavior with respect to a commercial offering, although political and ideological advertising is also common.

wikipedia.com

All ears!



<http://www.story.com.ua/24092-luchshaya-reklamnaya-kampaniya-goda-dove-real-beauty-sketches-video/>, accessed on July, 2014

Are you more beautiful/handsome than you think?

This question is related to a commercial you are going to watch right now: Dove Real Beauty Sketches.

4 – Watch <http://amara.org/en/videos/9btVoa8x8xwG/en/29359/> to answer the questions below:

a) What is the theme and title of this commercial?

Theme: _____

Title: _____

b) What is the purpose of the brand in this commercial?

() to criticize the media due to its influence on people's appearance

() to make people see they are more beautiful than think they are

c) How do people look before and after in the pictures made?

Commercial may refer to:
Advertising, paid classified
messages in newspapers,
magazines, flyers, billboards, and
paid announcements over radio
and television to sell a product,
item or service

wikipedia.com

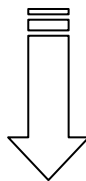
d) Watch the video again and check the **Comparatives** used during the speeches. Which ones were there?

Rounder ()	Fatter ()	Nicer ()
More beautiful than ()	Older ()	Uglier than ()
Younger ()	More grateful ()	Sadder ()
Earlier ()	More open ()	More interesting than ()

Wasn't it
that way?

Notice that in many cases you use Comparatives and do not use "than..." in order to be less repetitive. Look:

A: Hey Laura, I think I have to be **more grateful**.



You could also say (using "than..."):

A: Hey Laura, I think I have to be **more grateful than** I am.

Time to read!

Look at the ad below and answer the questions which follow:

Comparatives

We use Comparative form when we want to compare one thing with another. You mainly use adjectives (and have to notice if this adjective is short or long to define if you add -er, -r, -ier in it or if you add more before it*) with than, to show what is the other term which is being compared.

* Short adjective: one syllable / e.g.: big → *bigger*, cold → *colder*

* Long adjective: two or more syllables / e.g.: intelligent → *more intelligent*, interesting → *more interesting*

* CVC: Consonant + Vowel + Consonant → *double letter* → big = biGGer

When short adjectives: if ends in consonant, add -er (short → shorter); if ends in e add -r (nice →

nicer; if ends in y, take y off and add -ier (shy → shier).

e.g.: Marketing is more complex than advertising.

In this case, "complex" is a long adjective.

Reading advertising is easier than reading books.

In this, "easy" is a short adjective.

Exceptions:

Good = Better (A is better than B)
Bad = Worse (A is worse than B)
Far = Further (A is further than B)



<http://www.loxabauty.com/thelayer/professional-vs-drugstore/> accessed on July, 2014

- a) What is the product involved in the ad?

- b) What is the target public of this ad? You can choose more than 1 option if necessary.
() Women () Men () Children () All
- c) What are the adjectives used to describe the product?

- d) Do you think this ad is convincing? Why or why not?

- e) Where could this ad be announced? You can choose more than 1 option if necessary.
() Radio () Tv () Magazine () Newspaper

Now, in pairs check your answers. Then, as a class discuss everybody together.

Let's practice!

Look at the ads you have and compare them using the adjectives from the box. Follow the example:



<http://great-ads.blogspot.com.br/2013/10/satisfy-your-candy-craving-this.html>



<http://funnystack.com/category/funny-advertisements/page/16/>



<http://ordinary-gentlemen.com/blog/2012/11/30/mcunion>



<http://briankongmediajournal.wordpress.com/2013/12/04/print-advertisements/>

- Interesting
- Funny
- Attractive
- Modern
- Old
- Suggestive

E.g.: C is more colorful than A.

a) _____

b) _____

Remember to see if the adjective is short or long!

c) _____

d) _____

e) _____

f) _____

Pronouncing tips /r/

When you use **Comparatives** you can notice that we use the same sound when adding **-er**, **-r** or **-ier**: /r/. But, when we have British English and American English this /r/ seems to be very different. Let's see this:

THE LETTER R

This is probably the most important difference. British people only pronounce the letter R when it is followed by a vowel. American people pronounce this letter always.

teacher →  /ti:tʃə/  /ti:tʃər/

Adapted from: <http://www.multimedia-english.com/phonetics/bre-vs-ame>, accessed on July, 2014

Let's check it?

Your teacher will pronounce some words. Listen to them and write if the accent you hear is British or American. Write *A* for American and *B* for British:

Better ()	Longer ()
Further ()	Deeper ()
Nicer ()	Thinner ()
Later ()	Older ()

Time to share!

Look at the ads below. Complete the blanks with **Comparatives** which better fit:

BETTER – EARLIER – BETTER



Tell everyone!

Now it's your time to speak! You have many other ads in the next page. Choose one and in pairs, imagine you have to defend your creation (your ad) for the magazine manager.

In my opinion, this the best advertising!

Don't you think this advertising is more attractive?

This advertising is better because...

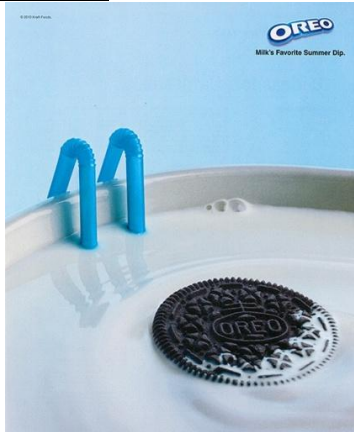
Round 1

Student A: you have to defend your ad and explain what you did and why it is important for that magazine. Try to use **Comparatives** when speaking.

Student B: you are the magazine manager and are choosing a different ad to publish. Ask questions to student B to check why his/her ad is important for your magazine.

Round 2

Change turns.



All images are from: <http://www.pinterest.com/search/pins/?q=advertisement%20>, accessed on July, 2014

Ways to express your point of view:

In my opinion this is important because...

To my mind this is important because...

It's important to have in mind that...

Time to debate: Now all magazine managers are going to speak. Introduce to the class the ad you have chosen and explain to everybody why you have this opinion.

Let's put on paper!

Search in the internet or magazines relevant images to create YOUR own ad for a magazine. First, think about your target public and then think about what product this public would love having. Follow the steps below:

1. **Choose your audience.** Firstly, start with your audience. **Who do you want to communicate to?** This may not be as straightforward as it first looks.
2. **Develop a high-impact headline.** Choose a headline that has direct appeal to your audience. Don't try and be too clever, as you run the risk of the headline not being immediately understood.
3. **Use relevant images. Your logo should be positioned at the bottom of your ad,** not the top. The exception to this rule is if your logo is already well known by your audience. In this case it will add credibility and 'instant recognition' (like using a household brand name).
4. **Write body copy to involve and create desire.** The body of the ad should draw the reader or listener in. It should **focus on emotional issues.** It should **create desire** to achieve an outcome related to using your product or service.
5. **Include a clear call to attention.** For most SME's (small-medium enterprises), and in fact any company that is **not** a major well-known brand name, **the ad should include a clear call-to-action.** This means you should tell the audience what to do next. Through your ad you have captured their attention, created desire for your service, and now need to explain clearly what to do next.

The call-to-action could be:

Call now to get...

Phone this number for...

Complete your details below and fax the form to...

Visit our website and...

Send an email to...

Visit your local distributor at...

Adapted from: <http://www.marketingnous.com.au/library/6steps.htm> . accessed on July, 2014

After finishing your production, change ads with a partner and write a comment about it, saying what you understood when analysing his/her creation.

Examples to use:

I can say that...

To me it seems to be...

In my perception it is...

Unit 2 How will you go?

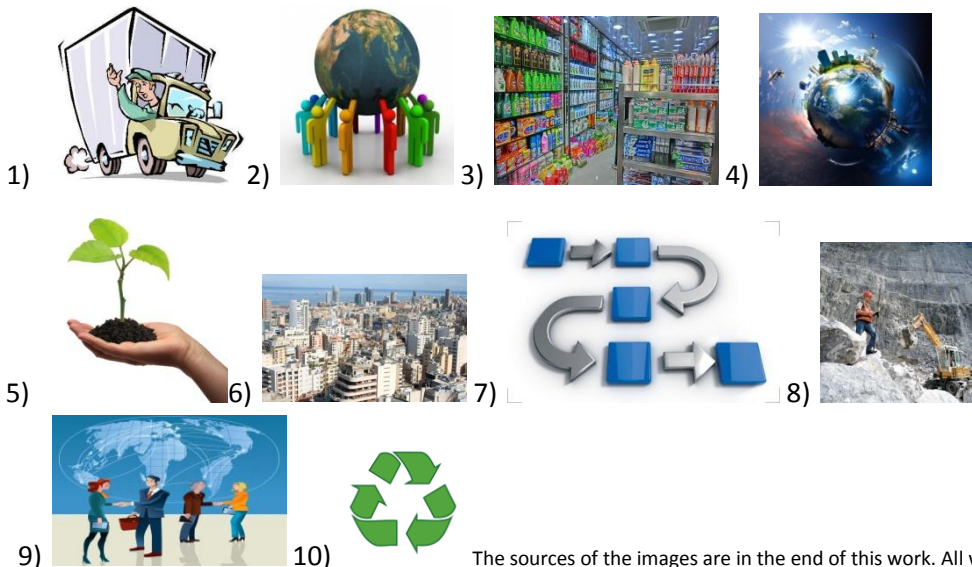
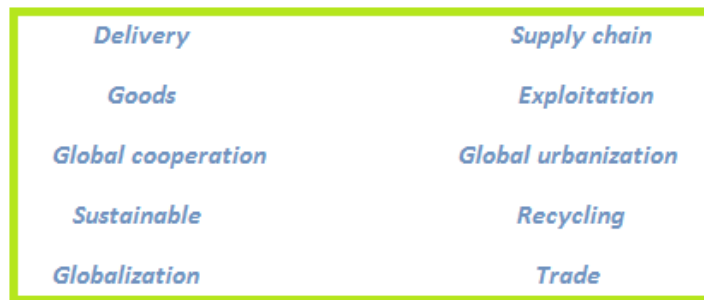
Getting in the mood!

1 – Discuss the questions below in pairs:

- Do you consider this current world in general different from before? If so, what difference do you consider the most relevant?
- Do you think technology can affect our lifestyle? If so, in which ways?
- According to you, what changes will happen in the world in the next years? List three.
- What is Logistics for you? Do you think it will change in the future? Why or why not?

2 – Can you find the word?

Put the words in the correct places according to the pictures. One picture could serve **more than one word**.



The sources of the images are in the end of this work. All were accessed on November, 2014.

Check your answers with a partner.

All ears!

1 – Go to <http://ed.ted.com/on/tywI51MI>, watch the video and discuss the questions below:



Image from Youtube video (Prt Sc)

- What is the video about?
- What changes does the video consider that will happen in 2050?
- Do you agree with them?
- Why does it list these changes to happen?

Time to check!

2 – Watch again and list at least 5 words from the last section (Can you find the word?) which appear in the video.

- _____
- _____
- _____
- _____
- _____

Check your answers in pairs or groups and then as a class.

Tell everyone!

1 – In pairs, ask your classmate the questions which follow:

- Do you think the changes proposed in the video will happen in 2050, before or after? Why?
- If you could change any other thing for 2050, what would it be?

- c) Would you like the world in 2050 to be like you saw during the video?
- d) You will have to list 4 things to happen in the world until 2050. What things will you choose?

Now, share opinions with the class as a debate.

Time to read!

1 – You will read a text about the video you saw before: The world in 2050. What kind of information should you find in a *briefing*? Put “X” in those you consider that should appear.

- () name of the author
- () name of the book
- () name of the researches involved
- () when they did something
- () what they did
- () comments from the author
- () which theories were used
- () name of the books used
- () number of the pages from the books you read

Knowing how to write a **briefing** paper is a useful skill for students, business professionals, politicians and community activists. A briefing paper outlines a **particular issue and its background**.

<http://www.wikihow.com/Write-a-Briefing-Paper>, accessed on November, 2014

2 – Now read the text below and check your answers with a partner. Then, share opinions as a class.

()

The development of the study was supported by 42 highly respected experts including Klaus Töpfer (former German Environmental Minister and Director of the U.N. Environmental Program), Fatih Birol (Chief Economist of the International Energy Agency) and Michael ten Hompel (Managing Director of the Fraunhofer Institute for Material Flow and Logistics), as well as leading representatives of such organizations as the World Economic Forum, the Gesellschaft für Konsumforschung (GfK), the Rocky Mountain Institute, the Copenhagen Institute for Futures Studies, the World Business Council for Sustainable Development and Greenpeace International.

The central finding of the study is a comprehensive collection of five credible visions of the future. They outline how different the world could appear in 2050 in terms of the degree of globalization, the extent of economic and social development, predominant technology standards and environmental conditions. The study describes five far-reaching, occasionally radical, versions of life in 2050. All scenarios share a common element: the broadly transformed role of logistics. Overall demand for logistics services does indeed climb in most of

the five alternative scenarios. But the particular requirements placed on logistics providers and the special challenges they face vary widely from scenario to scenario.

()

The study, which is complemented by a series of multifaceted essays regarding various aspects of the future, is the third research project conducted in the Group "Delivering Tomorrow" series. By publishing this groundbreaking series of studies, Deutsche Post DHL is striving to engage others in a dialogue about core issues that **will** shape the world in future decades. "As the leading provider in this key global industry, we consider it part of our responsibility to intensively explore social and business issues that **will** shape the future," Appel said in describing the rationale for the series of studies. The series began in 2009 with an examination of customer expectations in 2020. A year later, it delved into another important trend of the future - the shift to more sustainable logistics.

The methodological starting point for developing alternative scenarios of the future in this year's study was an in-depth analysis of key factors and their linking to those trends that could mold the world in future decades. Unlike classic, isolated analysis and projection methods, the scenario technique used here with the help of the leading experts outlines the possible directions that the most important parameters could take and links them to scenarios. These possible directions were then discussed and evaluated during workshops. With this approach, various development paths over the next four decades and several complex versions of the future could be systematically and comprehensibly identified.

Adapted from: http://www.dpdhl.com/en/media_relations/press_releases/2012/the_world_in_2050.html, accessed on November, 2014

- **Read the text carefully and choose the best title to put in each part according to its topic:**
 - a) The third research project conducted in the "Delivering Tomorrow" series
 - b) All scenarios share a common element: the transformed role of logistics

- **About the text, answer the questions individually or in pairs:**

The development of the research was supported by 42 experts, including:

- a) One Minister and Director, one Chief Economist, one Managing Director and leading representatives
- b) One Minister, one Director, one Chief, one Economist and some leading representatives
- c) One Minister and Director, one Chief, one Economist, one Managing Director and leading representatives
- d) One Minister, one Director, one Chief Economist and leading representatives

What is the central finding of the research?

- a) how different the world could appear in 2050 in terms of the degree of globalization
- b) a comprehensive collection of five credible visions of the future
- c) the extent of economic and social development
- d) the predominant technology standards and environmental conditions

The methodological starting point was:

- a) a classic, isolated analysis and projection methods
- b) the possible directions that the most important parameters could take and links them to scenarios
- c) an in-depth analysis of key factors and their linking to those trends that could mold the world in future decades
- d) the most important parameters which take and links to scenarios

There are two words in red in the text. What are they? What are their functions?

Time to share!

1 – Individually write some predictions you can have after the discussions, the video and the text. Then, tell them to a classmate.

- _____ will shape the world in future decades.
- _____ will have to be concerned.
- _____ will increase.
- _____ will not exist anymore.
- _____ will not be common/popular.
- Will Logistics be the same?
 Yes, because it will _____.
 No, because it will (not) _____.

Notice: you are using WILL almost all time. See APPENDIX for more information!

Pronouncing tips

[hw]ine or [w]ine?



Image from Youtube video (Prt Sc)

The **wine–whine merger** is a merger by which voiceless /hw/ is reduced to voiced /w/. It has occurred historically in the dialects of the great majority of English speakers. The resulting /w/ is generally pronounced [w], but sometimes [hw]; this may be hypercorrection.

The merger is essentially complete in England, Wales, the West Indies, Australia, New Zealand, and South Africa, and is widespread in the United States and Canada. In accents with the merger, pairs like *wine/whine*, *wet/whet*, *weather/whether*, *wail/whale*, *Wales/whales*, *wear/where*, *witch/wich* etc. are homophonous. A similar gag can be found in several episodes of *Family Guy*, with Brian becoming extremely annoyed by Stewie's over-emphasis of the /hw/ sound in his pronunciation of "Cool **hWhip**" and "**hWil hWheaton**".

Adapted from: http://en.wikipedia.org/wiki/Phonological_history_of_wh, accessed on November, 2014

Go to <https://www.youtube.com/watch?v=fHYykZpZGjo> and <https://www.youtube.com/watch?v=uqKN8uYLENQ> to see parts of Family Guy discussions. Then discuss in pairs: why do you think this difference happens? Do you think it is common?

- Now, your teacher will say some words. Decide what to use: *wh* or *w*.

___ine ___ill
 ___ales

Talk about them in pairs after finishing.

Go to <http://www.oxforddictionaries.com/us> and, in pairs again, check the possibilities of sounds of your answers and write down. The first is made for you.

Wine: /wīn/

Whine:

Will:

Wales:

Whales:

Check as a class now.



Curiosity: **Hwair** (also *hvaír, huuaír, hvair*) is the name of the Gothic letter expressing the [h^w] or [ɰ] sound (reflected in English by the inverted *wh*-spelling). Hwair is also the name of the Latin ligature H^u h^u.

Source: <http://en.wikipedia.org/wiki/Hwair>, accessed on November, 2014

Let's go again!

Now you will see a part of a research. Complete it using the right verbs in the future.

TO BE (2x) – TO REQUIRE – TO MEAN

"...by the year 2020, 80% of the goods in the world _____ manufactured in a country different from where they are consumed compared with 20% now."

It _____ a tremendous shift in the movement and consumption of goods, all of which _____ ever better management of the associated supply chain processes.

There _____ a shift in strategy. In the past, the focus of logistics has been on efficiency. As Peter Drucker (Drucker, 1962) put it, physical distribution is:

"The last frontier of cost economies."

Adapted from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-65132006000300002,

accessed on November, 2014

Then, check your answers with your classmates.

Let's put on paper!

Write a *briefing* about the future of our transportation (in Brazil or maybe in other place), presenting your ideas and solutions to the readers. Use *WILL* to support your data. Before starting, read some tips below to do a good text!

1

Describe the issue.

- Understanding the cause will help you to solve the problem. For example, at first glance it may appear that young girls in a village do not want to attend school. When you investigate further, you realize that they do not have transportation to go to school or that the path they must walk is dangerous.
- Summarize the problem. Be concise in your description. Present the cause of the problem first and then outline the symptoms. For example, describe the lack of public transportation and the dangerous roads. Then explain how these issues result in low school attendance and, ultimately, a lack of education and unfortunate economic prospects for the young girls.

2

Meet the needs of your audience.

- Write in easy to understand language. Consider the readers of your briefing paper and everyone concerned about the issue. Use language they can understand, avoiding technical jargon and details they might find confusing.

3

Propose a solution or a set of solutions.

- Persuade your audience. You might have one solution that you believe will resolve the issue. Describe it and explain why it is the ideal path to take. Use documented data and facts to support your arguments.

4

Write a conclusion. Briefly summarize the issue, your analysis and your recommendations.

Adapted from: <http://www.wikihow.com/Write-a-Briefing-Paper> ,
accessed on November, 2014

After the production, change papers and write a comment to a classmate's text.

APPENDIX

WILL is an auxiliary verb used to indicate **FUTURE** forms: unplanned future, decided on the moment of speaking; predictions; promises.

For affirmatives and negatives:

	Pronoun	Auxiliary verb	Main verb (infinitive form)
+	I, YOU, HE, SHE, IT, WE, YOU, THEY	WILL	open drive travel see
-	I, YOU, HE, SHE, IT, WE, YOU, THEY	WILL NOT	open drive travel see

For questions:

Auxiliary verb	Pronoun	Main verb	
WILL	I, YOU, HE, SHE, IT, WE, YOU, THEY	open drive travel see	?

Test Booklet: Unit 1 – Add more ads!

1) Grammar and vocabulary

Look at the ad of some junk food. Then, write sentences with **comparatives**. Use the adjectives from the parentheses.

e.g.: Mc Donalds Big Mac is tastier than Angus Deluxe. (tasty)



<http://blog.lab42.com/wp-content/uploads/2013/01/advertisement-comparisons.jpg>,

accessed on November, 2014

- a) _____ (big)
- b) _____ (healthy)
- c) _____ (small)
- d) _____ (crunchy)

2) Put the sentences in the **correct order**:

- a) Ads – some – interesting – more – than – others - are .
- b) Outdoors – attractive – than – more – flyers - are .
- c) Is – advertising – more – effective – than – commercials ?
- d) Than – what – is – better – announcing ?
- e) Good – nicer – are – with – advertisings - colours .

3) Reading

Read the text below about **Advertising** and **Marketing**, from the website marketing.about.com. After reading it, answer the questions which follow.

You will often find that many people confuse marketing with advertising or vice versa. While both components are important they are very different. Knowing the difference and doing your market research can put your company on the path to substantial growth.

Let's start off by reviewing the formal definitions of each and then I'll go into the explanation of how marketing and advertising differ from one another:

Advertising: The paid, public, non-personal announcement of a persuasive message by an identified sponsor; the non-personal presentation or promotion by a firm of its products to its existing and potential customers.

Marketing: The systematic planning, implementation and control of a mix of business activities intended to bring together buyers and sellers for the mutually advantageous exchange or transfer of products.

After reading both of the definitions it is easy to understand how the difference can be confusing to the point that people think of them as one-in-the same, so let's break it down a bit.

Advertising is a single component of the marketing process. It's the part that involves getting the word out concerning your business, product, or the services you are offering. It involves the process of developing strategies such as ad placement, frequency, etc. Advertising includes the placement of an ad in such mediums as newspapers, direct mail, billboards, television, radio, and of course the Internet. Advertising is the largest expense of most marketing plans, with public relations following in a close second and market research not falling far behind.

The best way to distinguish between advertising and marketing is to think of marketing as a pie, inside that pie you have slices of advertising, market research, media planning, public relations, product pricing, distribution, customer support, sales strategy, and community involvement. Advertising only equals one piece of the pie in the strategy. All of these elements must not only work independently but they also must work together towards the bigger goal. Marketing is a process that takes time and can involve hours of research for a marketing plan to be effective. Think of marketing as everything that an organization does to facilitate an exchange between company and consumer.

Source: <http://marketing.about.com/cs/advertising/a/marketsad.htm>, accessed on November, 2014

- a) What are advertising (1) and marketing (2)?
 - () a single component of the marketing process
 - () the systematic planning, implementation and control of a mix of business activities intended to bring together buyers and sellers
- b) How can we distinguish them?
- c) What is a marketing process? What does advertising represent in it?

- d) Do you think the relation between company and consumer is good or bad? Use at least one **comparative** when answering it.

4) Listening

Go to https://www.youtube.com/watch?v=F_Fr7EYBFEO and answer the questions about it:

- a) What is the main point of the video?
- b) What does marketing involve?
- c) Is marketing more than people realize?
- d) What did come around to improve marketing?
- e) Explain the importance of marketing nowadays, according to the video.

5) Writing

Write a comment to a popular magazine about **the difference between advertising and marketing**, informing the readers what are their **pros and cons**. Compare both things in order to tell the reader what he/she can do to select information from these sources.

Test Booklet: Unit 2 – How will you go?

1) A. Grammar and vocabulary

Put the letters in the correct order to form a word which you learned in this unit:

REELYIDV	<input type="text"/>
LUASEABISTN	<input type="text"/>
TZBAIIOGLNA	<input type="text"/>
RAETD	<input type="text"/>
NITTOAEXLIOP	<input type="text"/>
PUPSYL-NAHCI	<input type="text"/> - <input type="text"/>

<http://puzzlemaker.discoveryeducation.com/DoublePuzzleSetupForm.asp> , accessed on November, 2014

B. Form sentences using FUTURE FORM (affirmative, negative or interrogative) and the vocabulary from the puzzle.

e.g.:

Word: GLOBAL COOPERATION

Phrase: *In the next years, **we will improve** the global cooperation.*

Word: _____

Phrase:

Word: _____

Phrase:

Word: _____

Phrase:

Word: _____

Phrase:

2) Reading

Read the text below and complete the exercises which follow.

Introducing free public transport in Tallinn (Estonia)



On 1 January 2013 Tallinn introduced free public transport for its registered citizens as part of a range of measures aimed at increasing the usage of public transport and improving the overall living environment in the city. Almost two years later, city officials have branded it a success. The number of people using public transport has increased, the amount of cars in the city centre has fallen and early fears of an overloaded transport network have not materialised.

1. _____

Tallinn is the capital of Estonia and is located in the north-eastern part of the Baltic Sea region, on the coast of the Gulf of Finland. Over the years, Tallinn has developed into a port city and a centre of industry and commerce.

2. _____

Before introducing free public transport, Tallinn decided to involve citizens in the decision-making; in March 2012 it held a referendum for people to vote for or against the measures.

Residents could vote at 40 points across the city, at which they were asked: 'Do you support free public transport as of 1 January 2013 on the public transport lines in Tallinn?' Around 68 000 citizens participated in the referendum – 20 per cent of eligible voters. Just over three-quarters (75.5 per cent) voted in favour of free public transport, thus locking the decision politically and ensuring it was something that could not be reversed easily.

3. _____

Free public transport for citizens was one of many measures implemented in order to increase the quality of public transport in Tallinn. This included purchasing new fleets; providing better quality and real-time public transport information; and launching a public transport priority system and segregated public transport lanes.

4. _____

City officials believe that, with the increase in passenger numbers, free public transport has had a positive effect. Although in-depth statistics are not available at the moment, Tallinn has plans to perform a thorough analysis to see the effect this has had on the modal split of the city.

Adapted from: <http://www.eltis.org/discover/case-studies/introducing-free-public-transport-tallinn-estonia>, accessed on November, 2014

- Put a title which better fits according to the topic discussed in the text above. Then, write them in the text to have it clear.

In action ()

Context ()

Challenges, opportunities and transferability ()

Results ()

Now, answer the questions about the text you read:

a) Where is Tallinn?

b) What did happen there with transportation?

c) How is public transportation now in this place?

d) What are the future plans for Tallinn? Do you think they are good or bad?

3) Listening

Go to <http://www.youtube.com/watch?v=dXp3wQoC9M4> and watch the video. Then, answer the questions:

- a) What is the main point of the video?
- b) What is the solution to the problem presented in the video?
- c) How can you describe Tel Aviv?
- d) What will be the results if we change many things in the urban transport?
- e) What is the relation between Shell Eco Marathon and the video?
- f) What will happen in 2070?

4) Writing

The New York Times is asking you now: What are the possible changes in transport and logistics for the next years in Brazil? Write a short **magazine article** describing what happens now and what will be the changes for the future, giving examples.

Teacher's guide - Unit 1: Add some ads!

The purpose of this unit is to present **Comparative** form to the students. The topic chosen to involve it was marketing and advertising due to the familiarity they have with this topic. We know that students, mainly teenagers, are always connected and having access to many advertisings.

- An option to have an extra activity with them involving **Comparatives** is to work with the song: Stronger (What doesn't kill you), by Kelly Clarkson (<http://www.youtube.com/watch?v=Xn676-fLq7I#t=11>)

Getting in the mood!

- 1- Show students an old advertising (search on Google images: old advertising) and ask them what they can remember and what product is that. Then ask if they remember any advertising that was very remarkable to them. Write “ad” in the board and explain that it is an abbreviation for the word “advertising”. After this, put them in pairs or trios to discuss the questions in letters A, B and C. Set a limit of 5 minutes to finish.
- 2- Show them the video proposed in the link and discuss with them asking questions like “what is the main idea of the video?” “what was the most relevant part to you?”.

Time to discuss!

Let them work in pairs again to analyze the picture and discuss the questions in the page. After some minutes, encourage them to discuss as a class. Then, explain what a timeline is: ask a student to read the definition in the page. Then, discuss as a class to let the students answer what a timeline is with their own words.

3 – What can you see?

In this part, encourage them to compare, in pairs, the advertisings presented in the pages. After this, discuss as a class and make them define what an advertising is with their own words.

All ears!

- 4 - Write “are you more beautiful than you think?” on the board. Ask this question to them and discuss as a class. Ask if they know that this is a real

advertising. Encourage them to try to discover what the advertising is about.

After discussing, show the video (tell them it is a commercial) and let them in pairs to answer the questions about the video.

Expected answers

- a) Theme: beauty in people
Title: Dove Real Beauty Sketches / Are you more beautiful than you think?
- b) to make people see they are more beautiful than think they are
- c) Before: uglier
After: more beautiful
- d) Rounder; More beautiful than; Uglier; More grateful; Younger

Write the words from letter D on the board. Let them define what kind of words are those: adjectives, nouns, articles? Explain the form of comparatives.

Time to read!

Show them the new advertising of a shampoo. Ask them if they have already seen this kind of advertising and, if so, where. After this, encourage them to answer the questions individually.

Answers

- a) A shampoo
- b) Women
- c) Longer, Stronger, Better
- d) Opened answer.
- e) Magazine

Let's practice!

Show them other advertisings and write the example done in the exercise. Encourage them to form the sentences individually. Move around the room to check if they are doing it right. Then, make them change their books and analyze what the classmates have done. Put some examples on the board to discuss as a class (if everybody agree or not with what is written).

Possible uses:

More interesting; funnier; more attractive; more modern; older; more suggestive

Pronouncing tips

Read with them the words written on the board. Ask them if they can notice something different in the accent of a classmate or of the teacher. Now, read the words they have in this page in different accents (American or British) and ask them to put A for the American sounds and B for British ones. Check as a class after finishing. (Another possibility is to open the dictionary online and make everybody listen instead of repeat them)

Time to share!

Ask them to be in pairs and define in which advertising they can put the adjectives listed.

Answer: For a better life, start coca cola earlier / Refreshingly better

Tell everyone!

Ask them to sit in pairs again. Let them see the advertisements which exist in the exercise and tell them to choose one. Discuss one or two as a class, explaining them what they have to do by reading the exercise. Write on the board the ways to express opinions and encourage them to use these expressions during the exercise. Explain that one is going to be the magazine manager and the other is going to be the creator of the advertising. In pairs, one has to defend why his/her creation is good for the magazine (encourage them to use comparative form). Then, tell them to change turns.

After finishing it, tell them to share what they have talked/discussed.

Let's put on paper!

Encourage them to create their own advertising. They have to think of a product first and then think of the colors and images they want to use in it.

Let them read the tips for creating an advertising.

After finishing this creation, let them change advertisements and go to the second part of the exercise, which is to write a comment (very short) to the friend's advertising. Tell them they have a box containing information of how they could write it.

Teacher's guide – Unit 2

The purpose of this unit is to teach students the Future Tense with “will”. Thinking about this, the topic chosen to involve it was Logistics (some aspects of transportation). This topic is being very discussed nowadays due to the large number of people having cars, companies which are increasing and so on.

- An extra activity which can be done is with this song: <https://www.youtube.com/watch?v=tJYN-eG1zk> (We will rock you, by Queen)
- If students ask what logistics is, more specifically:
Logistics is the management of the flow of goods between the point of origin and the point of consumption in order to meet some requirements, of customers or corporations. The resources managed in logistics can include physical items, such as food, materials, animals, equipment and liquids, as well as abstract items, such as time, information, particles, and energy. The logistics of physical items usually involves the integration of information flow, material handling, production, packaging, inventory, transportation, warehousing, and often security. The complexity of logistics can be modeled, analyzed, visualized, and optimized by dedicated simulation software. The minimization of the use of resources is a common motivation in logistics for import and export.

Source: <http://en.wikipedia.org/wiki/Logistics> , accessed on November, 2014

Getting in the mood!

Show the student an image involving an old car and a very big family inside it. Ask them what they can notice when looking at the picture (they may say: it is an old picture; families were bigger; etc). Ask them if they think life now is much different from before. Write on the board: Technology, Logistics, Transports. Ask them if they think these things are different from the past.

Ask them to open their books and let them do in pairs the questions which begin the unit. After discussing about it, ask them to share to the class what they have talked.

Opened answers.

2- Can you find the word?

Ask them what they think about the words from the box: what are they? What will be different in the future considering those words?

Let them work in pairs. Show them the pictures and ask them to put the words in the correct image according to its meaning. After finishing, correct it on the board, as a class.

Possible answers: 1) delivery 2) global cooperation 3) goods 4) globalization 5) sustainable 6) global urbanization 7) supply chain 8) exploitation 9) trade 10) recycling

Obs.: discuss their answers with the class. **One picture could serve more than one word** and they can have more than one right answer.

All ears!

Tell them to open the link to listen an explanation about what will happen to logistics in the future.

Answers:

- a) About the future of logistics.
- b) New means of transportation, new ways of trading, etc
- c) Opened answer.
- d) Because lifestyle will change. (or any suitable answer)

Time to check!

Tell them to work individually and watch/listen the video again. They have to write 5 words from the vocabulary of the last exercise they can hear. After finishing, they can check very quickly together. Then, do it as a class.

*all the words from “can you find the word?” appear during the listening. So, we can consider all words which were there.

Tell everyone!

In pairs or trios, ask them to discuss about their opinions before and after the video. Encourage them to talk about the future. Then, do a debate with all of them, making them share opinions and express their points of view.

Possible answers: all opened.

Time to read!

Tell them that the video they saw is really a book. Ask them what they can do to summarize the main points of this book to make it easier to the class. After discussing, tell them that the name of this written genre is **BRIEFING**. Tell them they will read a briefing made talking about the book commented. Let them work in pairs. First, do exercise 1, which is a skim to read the text in advance. This exercise shows what will appear in a briefing.

Answers: name of the author; name of the book; when they did something; what they did.

After finishing the exercise in pairs, check as a class and then go to the full reading.

Then, tell they have to answer the questions individually about the text. After finishing, tell them to check their answers in pairs. Finally, check them as a class, on the board.

Answers: sequence of the titles – A / B

The development of the research was supported by 42 experts, including: A

What is the central finding of the research? B

The methodological starting point was: C

There are two words in red in the text. What are they? What are their functions?

WILL: EXPRESS FUTURE TENSE.

Time to share!

Encourage students to work individually creating sentences for their predictions about the future. Make them notice they have sentences in affirmative, negative and interrogative forms. If necessary, do one with them on the board. Move around the room to check if they have any questions.

After finishing, change books to share new ideas.

Explain to them the form of using “WILL” by correcting the exercise and explaining the **Grammar boxes**.

Pronouncing tips

Ask them if they have heard a different sound for “what”, “where”, etc. Probably they have heard. If so, ask them why they think this happens. Ask them if they have watched Family Guy. Tell them to open a webpage and access Youtube to see a little part of two videos involving this theme. Tell them to read the text explaining why this happens and then to answer the questions which follow this explanation.

Say some words (or open them in an online dictionary) to them in order to make them do the exercise to choose between wh or w. Words: whine or wine; will; whales or Wales.

After this, ask them to check with a partner to see if they have the same answer.

Make them open <http://www.oxforddictionaries.com/us> and write the differences between sounds they find in the dictionary. Then, check on the board.

Wine: /wīn/

Whine: /(h)wīn/

Will: /wil /

Wales: /wālz/

Whales: /(h)wāl/

Let's go again!

Tell them they will see a part of a research about the future of Logistics. Ask them to fill the blanks individually using the future form which is appropriate to the sentence. Then, in pairs, tell them to check their answers.

Answers: WILL BE – WILL MEAN – WILL REQUIRE - WILL BE

Let's put on paper!

Have them thinking about some problems Brazil has in logistics, transportation, urban mobility. Write some of their points on the board, in topics. Encourage them to write a **briefing** now. In this exercise, they can find some tips to help them before writing this briefing. Tell them to read this individually before starting.

After their production, change papers and make them write a short comment about a classmates' text.

+ APPENDIX (Will form)

Test booklet – Answers – Unit 1: Add more ads!

1) Grammar and vocabulary

Answer: any suitable answer with the correct use of comparative:

A – bigger than

B – healthier than

C – smaller than

D – crunchier than

2) Answers:

A – Some ads are more interesting than others.

B – Outdoors are more attractive than flyers. (or vice versa)

C – Is advertising more effective than commercials?

D – What is better than announcing?

E – Good advertisements are nicer with colors.

Reading

a) 1

2

b) Thinking of marketing as a pie, inside that pie you have slices of advertising, market research, media planning, public relations, product pricing, distribution, customer support, sales strategy, and community involvement.

c) - It's the part that involves getting the word out concerning your business, product, or the services you are offering. It involves the process of developing strategies such as ad placement, frequency, etc.

- Advertising is a single component of the marketing process.

d) Any suitable answer with at least one comparative.

Listening

a) The explanation about Marketing.

b) All aspects of business, how you price your product, how you offer your product, how you distribute your product, etc

- c) Yes, it is much more than people realize.
- d) Internet, technology, etc.
- e) Any suitable answer.

Writing

Analyze if the student listed some pros and cons and if he/she explained the differences between marketing and advertising. Besides this, observe if the language is appropriate to the genre of the text. The purpose is to make him/her to know how to express his/her opinion in a text and be clear.

Test Booklet – Answers - Unit 2: How will you go?

1)

A. Grammar and vocabulary

Answers: DELIVERY / SUSTAINABILITY / GLOBALIZATION / TRADE / EXPLOITATION / SUPPLY – CHAIN

B. Any suitable answer which has “will” form and a word from the puzzle.

2 – Reading

Correct order: CONTEXT / IN ACTION / CHALLENGES, OPPORTUNITIES AND TRANSFERABILITY / RESULTS

- a) It is in Estonia.
- b) Tallinn introduced free public transport for its registered citizens as part of a range of measures aimed at increasing the usage of public transport and improving the overall living environment in the city.
- c) City officials believe that, with the increase in passenger numbers, free public transport has had a positive effect.
- d) Tallinn has plans to perform a thorough analysis to see the effect this has had on the modal split of the city.

The other answer is opened.

3 – Listening

- a) Urban mobility.
- b) Car sharing (zipcar, buzzcar), share space projects
- c) A place where we can have traffic, too.
- d) Increase mobility.

- e) Shell is promoting the video and they are helping urban mobility. Some engineers and scientists are working in order to create and design vehicles which support this new project.
- f) We will have oil free.

4 – Writing

In this section students are supposed to write a magazine article. In it, consider what the student relates as things which will happen in the future, in terms of mobility, logistics and transportation in Brazil. The purpose is to make students use “will” form and to know how to be concise.

RATIONALE

The evolution on the teaching foreign languages, in the way that Richards and Rogers (2001) purposed, has pointed that *meaning* assumes a central role in teaching process. This meaning passes through historic, social, economic and cultural reality of the student having a special attention to these variants and to the role of students in this process.

[...] the new communicative approach to teaching prompted a rethinking of classroom teaching methodology. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach.

Richards (2006), *Communicative Language Teaching Today*, p. 12

In this sense, the method to be adopted in a specific learning situation should consider the formation of symbolic representation which is specific to each student according to their time and space, culture and social environment. Then, this work has chosen to address the issue of advertisement/marketing and predictions/plans about the future, which are topics of students' routine and very discussed by them.

The relevance of advertising is based on the fact that we are often bombarded by a high number of advertisements, and this is not a particular event in a specific class or community, we are all equally submitted to the influences of marketing. Another important thing is that this topic is effectively in (young) students' lives and because of it they feel motivated discussing in class. This is important considering Puchta and Shratz in Brown (2007: 39) when they say that teachers "failure to build bridges between what they want and have to teach".

Thus, we are all influenced by advertising. The way in which these symbols represent and mean varies from subject to subject and this variation is what differentiates us in the world as a class, people, community member, etc. These differences should be explored in teaching situations in order to promote speaking

situations, dialogues, inserting the language on a level of practical utility, striving for efficient communication ("learning to communicate effectively") as proposed by Richards and Rogers (2001).

There is also the possibility of making language learning situation a moment of critical reflection on the space of each student, allowing him/her to absorb the lessons significantly/meaningfully.

The second topic addressed is inserted as a continuation of the first while offering the opportunity to think - from a critical reading about marketing and its orbital issues (capitalism, consumerism, waste, etc.) - the future according to particular perspectives in each subject in the learning process.

Grammatically, the exploration of the grammatical forms of the comparatives and the future meets the practical needs of prime importance in everyday communication situations. In this way, it is prioritized the practical and specific language use (Richards and Rogers, 2001). Besides this, grammar is exposed implicitly: students start discussing about some theme and then they start using the grammar topic naturally.

Teaching the whole gamut of English grammar when a great deal of it is patently useless to students may be one reason that explicit grammar teaching is often seen as a tedious exercise.

Hinkel (2013). Research findings on teaching grammar for academic writing, *English Teaching*

After this, they can see the boxes of grammar only in order to “close” their thoughts about that point (in this part we can consider a explicit moment of the material).

More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Richards (2006). *Communicative Language Teaching Today*, p. 18

The material sought to present the four skills as presented by Hinkel (2006): speaking, reading, listening writing.

Integrated language teaching and various integrated pedagogical paradigms are usually associated with outgrowths of communicative teaching. Relative to its predecessor, the audiolingual method, integrated teaching of the four skills represents a central innovation.

Hinkel, E. (2010). Integrating the four skills Current and historical perspectives, p. 01

The material also explores the relationship between the student and history, when puts students in contact with old advertisements on the first unit and the prospects for the future in the second unit. It is important to remember that all images, audios, videos, from this material are authentic, what brings more validity to the process. The material also shows content reliability.

The purpose of this material intends to allow a dialogue between students, bringing their lives the practical use of communication about the world where they have contact daily.

Guided activities in speaking are structured in the units according to the Collaborative Approach (CL) described by Richards and Rogers (2001). .

Questions about pronouncing play an important role in the proposal to produce efficient communication. The exercises explore the emphasis in pronunciation and the practical use of communication, in order to make it clear and efficient for the learner.

As a full and efficient communication would not be complete without the development of writing skills, both units sought to present challenges to students to encourage them to write in specific situations according to their daily needs production.

In unit one, students will have the opportunity to develop their writing through the development of a written advertising. The content of this work intend to submit them to the challenge of working with this peculiar and common form of written communication. In unit two, the proposal is to develop a briefing, very commented in many areas. As we can notice, different Genres are being involved, what claims students' attention due to make them see common situations from everyday life, when he/she must deal with clear and accessible language, forcing him/her to be capable to produce meaning and to notice/feel easily their mistakes when writing in another language.

Research has demonstrated that in evaluations of nonnative speaker (NNS) writing, grammatical accuracy plays an important role. The presence of grammar errors has a negative impact on the native speaker (NS) perceptions of the quality of L2 writing (Johns, 1997; Johnson & Roen, 1989). Some studies report that to attain advanced proficiency in L2 writing, learners need to attend to grammar in their writing, and that L2 pedagogy genuinely concerned about learner proficiency in writing needs to include the teaching of relevant L2 grammar (Hammerly, 1991).

Hinkel, E. (2002). Teaching grammar in writing classes: Tenses and cohesion, p.182

Reading is addressed with special emphasis on the second unit when working with text about predictions for the future, due to students not be very used to do this written genre, but they use it orally many times. In relation to the first unit, reading has a peculiar characteristic: they are about advertisings and, with this, increase the repertoire/experiences of students in relation to texts in a foreign language.

Closing the four skills proposed by Hinkel (2006), listening activities use online media to access videos that will be the object of the exercise. The choice for video instead of audio without images is justified by facilitating associations made by students. Experiences associated with listening to sounds, gestures and pictures are much more meaningful to the students than pure hearsay. The visual media also better serve the educational purposes of this material. Related to the speaking part, students are supposed to discuss some common situations and with tools they see and use everyday. Feeling comfortable with the topic, students start being more connected to the language due to the knowledge/background they have.

In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components.

Hinkel, E. (2010). Integrating the four skills Current and historical perspectives, p. 8 (pdf format)

Finally, this material is intended to provide a supportive learning environment that prizes the student autonomy and his/her participation in group situations that teacher must be a mediator, facilitating the learning processes.

Bibliographic References

RICHARDS, Jack C. **Communicative Language Teaching Today**. (2006) Available at http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf . Accessed on October, 2014.

RICHARDS, Jack C; RODGERS, Theodore S. **Approaches and methods in language teaching: a description and analysis**. 2 ed. Cambridge: Cambridge University Press, 2001.

HINKEL, E. (2010). **Integrating the four skills Current and historical perspectives**. In R.B. Kaplan (Ed.), Oxford Handbook in Applied Linguistics, (pp. 110-126). 2nd ed. Oxford University Press. Available at http://www.elihinkel.org/downloads/Integrating_the_four_skills.pdf , accessed on November, 2014.

HINKEL, E. (2002). **Teaching grammar in writing classes: Tenses and cohesion**. In E. Hinkel & S. Fotos (Eds.), New perspectives on grammar teaching in second language classrooms, (pp. 181-198). Mahwah, NJ: Lawrence Erlbaum Associates. Available at <http://www.elihinkel.org/downloads/teachingGrammarInWritingClasses.pdf> , accessed on November, 2014.

HINKEL, E. (2006). **Current perspectives on teaching the four skills**. *TESOL Quarterly*, 40 (1), 109-131. Available at <http://www.elihinkel.org/downloads/CurrentPerspectives.pdf> , accessed on November, 2014.

HINKEL, E. **Research findings on teaching grammar for academic writing, *English Teaching***, 68/4, (2013) 3-22. Available at <http://www.elihinkel.org/downloads/ResearchFindingsGrammar.pdf> , accessed on November, 2014.

HARMER, Jeremy. **The practice of English Language Teaching**. 3rd edition. London: Longman, 2004.

BROWN, H. D. (2007). **Teaching by principles: An interactive approach to language pedagogy**. (3rd Ed.). White Plains, NY: Pearson Education.

Other websites references:

<http://www.pardaphash.com/uploads/images/490/34809.jpg>, accessed on November, 2014

<http://www.kharkovinfo.com/previews/food-delivery.jpg> , accessed on November, 2014

<http://www.wgaconsulting.com/new/wp-content/uploads/2014/03/consumer-goods.jpg> ,
accessed on November, 2014

<http://mundogeo.com/wp-content/uploads/2000/portugues/infogps/n-6/pag15-2.jpg> ,
accessed on November, 2014

<http://www.iloubnan.info//uploads/image/V4/Business/Beirut-urbanization.jpg> , accessed on
November, 2014

[http://www.centraltogether.org.uk/wp-content/uploads/2010/09/Sustainable-Community-
and-Community-Engagement-Adopted.jpg](http://www.centraltogether.org.uk/wp-content/uploads/2010/09/Sustainable-Community-and-Community-Engagement-Adopted.jpg) , accessed on November, 2014

<http://www.bbc.co.uk/staticarchive/2124b805dcf6fe90646890981187156d15adce1b.png> ,
accessed on November, 2014

<http://www.thepotomacpost.com/wp-content/uploads/2014/03/globalization1.jpg> , accessed
on November, 2014

<http://smallbiztrends.com/wp-content/uploads/2013/03/networking.jpg> , accessed on
November, 2014

<http://www.imam.com.br/logistica/images/supply-chainml.jpg> , accessed on November, 2014

<http://blog.lab42.com/wp-content/uploads/2013/01/advertisement-comparisons.jpg> ,
accessed on November, 2014

obs.: all images from Unit 1 were accessed on July, 2014.

In this page are all the references from very small images in the material.