Luciana Neves Mendes

LET'S THINK ABOUT...? TEACHING ENGLISH FOR THE 21ST CENTURY CITIZEN

Belo Horizonte
2020

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> Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Língua Inglesa.
>
> Orientadora: Profª Drª Marisa Mendonça Carneiro

Belo Horizonte
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Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Lingua Inglesa

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do aluno(a): _Luciana Neves Mendes_

Título do trabalho: _Let's think about...? Teaching English for the 21st Century citizen_

Às _11.40_ horas do dia _06_ de fevereiro de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Lingua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Lingua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a argüição 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:

Prof(a). _Ana Bariana Ufolem_ indicou a _aprovação_ do(a) candidato(a);

Prof(a). _Marisa M. Carneiro_ indicou a _aprovação_ do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) _aprovada_.

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, _06_ de fevereiro de 2020.

Marisa M. Carneiro

Nota: 83/100

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Resumo

Esta monografia tem como objetivo central apresentar duas unidades didáticas para o ensino de inglês como língua estrangeira em cursos livres de idiomas. A primeira unidade tem como grupo alvo alunos com nível B2 e a segunda alunos com nível C1, de acordo com o Quadro Europeu Comum de Referência para Línguas. As unidades serão criadas a partir do conceito de língua como prática social, isto é, algo que será usado no cotidiano para realizar tarefas, expressar, criar e interpretar sentidos além de estabelecer e manter relações. Essa visão de língua implica o ensino de idiomas não só voltado para a forma, como também para as mais diversas práticas sociais. Assim, as unidades têm como objetivo fazer com que os aprendizes usem a língua como meio de comunicação, refletindo, portanto, os preceitos da abordagem comunicativa para o ensino de línguas, assim como do letramento crítico. As atividades propostas para as quatro habilidades (leitura, escrita, escuta e fala) serão baseadas nos pressupostos teóricos de estudiosos como Harmer (1991) e Nunan (1991, 1999), entre outros.

Palavras-chave: Unidades didáticas. Ensino de inglês. Abordagem comunicativa.

Abstract

This paper has as its main goal present two didactic units for the teaching of English as a foreign language at English language schools. The first unit has as its target group B2 level students, while the second one C1 level students, according to the Common European Framework of Reference for Languages. The units will be created based on the concept of language as social practice, that is, something that will be used in their daily lives to do things, express, create and interpret meanings as well as to stablish and maintain relationships. This concept of language implies language teaching not only focusing on forms, but also on a range of social practices. Therefore, the units have as their goal to make learners use the language as a means of communication, which reflects the communicative approach principles for language teaching, as well as critical literacy. The activities designed for the four skills (reading, writing, listening, and speaking) will be based on the writers such as Harmer (1991) and Nunan (1991, 1999), among others.

Key words: Didactic units. English teaching. Communicative approach.

TABLE OF CONTENTS

1. INTRODUCTION

In the past years, with the development of other approaches and methods, as well as a shift in how English is seen by the academia, that is, from the dichotomy between British x American English to English as a Lingua Franca, the teaching of English as a Foreign Language has seen some significant changes.

Learners (and why not say teachers as well?) need to know much more than just vocabulary, grammar rules and how to find specific information in a text, they need to have a much broader concept of language. One that requires them to view language as a social practice, that is, something that they will use on their daily lives to do things, to express, create and interpret meanings as well as establish and keep relationships. Language is, therefore, more than a mere code.

Such a view influences the curriculum, planning, and most importantly, classroom pedagogies. Teachers have to provide learners with an array of opportunities for the latter to put their knowledge into practice and to prepare them for as many unplanned and unpredictable situations as possible. After all, real life is not scripted as some books might make you think.

Having these ideas in mind, both units were designed with themes that are current and interesting to be discussed, namely, social media and fashion. However, in the 21st century, they must be presented in such a way to foster critical thinking and accountability.

The first unit, titled *Let's think about social media*, targets B2 teenage students from language institutes and discusses the relationship between social media and self-esteem. In a world where people spend hours in front of a screen, whether watching videos, checking their social media, or searching for things, are more connected than ever before, and share their lives online, it is imperative that educators have a healthy and open conversation about social media and the impact they have on people's lives, especially teenagers who are more prone to be influenced by what they see online. The goal of this unit then is to make learners more critical when it comes to their social media use as well as more ethical and compassionate.

The second unit, titled *Let's think about fashion*, targets C1 teenage or adult students from language institutes and tackles the issue of fast fashion and the environment. Fast fashion, according to the Merriam Webster Dictionary, is "an approach to the design, creation, and marketing of clothing fashions that emphasizes making fashion trends quickly and cheaply available to consumers". The rapid rise of fast fashion has deeply changed consumers' behavior, especially in the developed countries. Nowadays people own a lot more clothes than in the past but wear them for only half as long. Since fast fashion clothes are generally of lower quality,

they do not last long and, therefore, are discarded much faster than other clothing pieces. Consequently, an enormous quantity of clothes ends up in landfills. Not only does fast fashion produce a lot of waste, but it also foments sweatshops in underdeveloped countries, where labor laws are generally more flexible and child labor is frequently used. This unit aims, therefore, to raise awareness to this issue and, hopefully, to make learners have a more critical approach to what they consume.

Both units make use of authentic material, which allows learners to have contact with real language, and develop the four language skills (reading, writing, listening, and speaking) through a variety of tasks in which students can interact with their classmates, use different learning styles, and discuss current, social issues.

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UNIT 1: LET'S TALK ABOUT…SOCIAL MEDIA AND SELF STEEM

STARTING OFF:

1) Take a look at the images below. Do you recognize these logos? Where from?

2) In pairs, discuss the following questions:

- Are you on any of these social media apps? Which ones? Why did you choose these social media?

- How many hours per day do you spend online checking your social media accounts?

- Who do you follow? What do you like about these accounts?

- Do you believe everything that people post online? Why (not)?

- Do you think social media can be harmful to teenagers? Why (not)?

READING:

https://vimeo.com/97115097
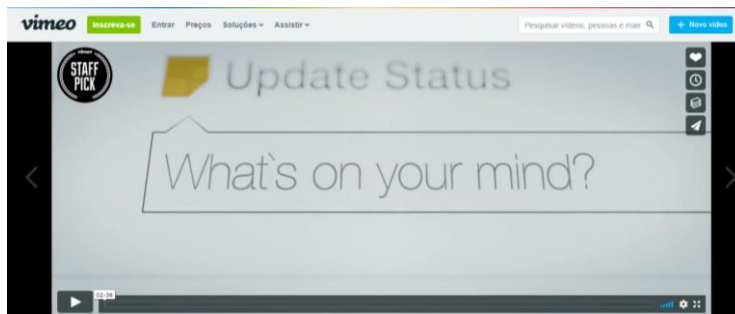
- What status updates does the man make?

- How is the man feeling throughout the film?

- What is the message of the film?

2) Read the title of the article. What do you think it is going to discuss?

3) Do you think there is any relationship between the video that you watched and the article that you are going to read? If so, which ones? Discuss with a partner.

4) Read the article and check if your predictions were right.

WHY SOCIAL MEDIA IS ALL A FACADE

by Katie Wagner Tallahassee, FL Jun 28,2016

Social media is the most influential platform in this day in* age. Everyone from your parent to a celebrity is on social media. It's the easiest way to express opinions and share a sneak peek into your life. But what it doesn't show, are the times in your life when things get tough.

What we see everyday on people's Facebook or Instagram is a highlight. A highlight of their life. The good picture of you. Sharing the news that you received a full time job. All the great events that occur in an individual's life. Not once have I seen a status on Facebook stating that someone lost their job or didn't get the job. No one is going to share the night of their breakup or a picture of them crying themselves to sleep. It's all a facade. That is the reason I'm not the biggest fan of social media.

This leads us to only thinking the people that we follow have the perfect life. Seems like everyone we follow on social media lives a mistake free life and nothing detrimental has ever occurred. That gives us a platform to compare ourselves. Following that Instagram model that posts pictures of themselves and questioning your workout routine. What you don't see is the strict diet the model follows or how they have to hit the gym twice a day, just to maintain their body. They might be constantly thinking about their body, and not their life.

It's so easy to envelop yourself in someone else's life on social media. As soon as you follow them, you see their every move. That's when we start to compare ourselves. Look at how many followers they have and wonder why you don't have the same amount. When all this starts to happen, our self-worth starts to dwindle. Your self-worth does not have a certain amount of followers. As every flawless selfie is uploaded, we keep thinking how can someone be that perfect. They aren't perfect. What you don't see is them not being perfect.

No one is happy all the time. It's just impossible. We are humans. Unfortunately, people are prone to have a bad day. What if we didn't get the job? What if your boyfriend dumped you? That's okay. The sun will still come up the next day. Maybe next time share the bad news on social media. People have gone through similar events and that can give them a sense of relief. If I read a post about having a bad day, that might incline me to support that individual. Social media can build the community and we can support each other, which is commonly unseen. There can be a whole new aspect to social media if people did share their hard times.
So next time you see that person on Facebook that has the perfect life, know that they do not. They have ups and downs. And although social media does not show that, it does exist. Know that your life is just as important as theirs.

https://www.theodysseyonline.com/why-social-media-is-all-facade

* It should read 'and'.

5) Match the word(s) in **bold** to their synonym:

a) "Why Social Media Is All A **Facade**" ( ) perfect, with no mistakes

b) "It's the easiest way to express opinions and share a **sneak peek** into your life." ( ) decrease, diminish

c) "When all this starts to happen, our self-worth starts to **dwindle**." ( ) predisposed

d) "As every **flawless** selfie is uploaded, we keep thinking how can someone be that perfect." ( ) appearance

e) "Unfortunately, people are **prone to** have a bad day." ( ) viewing

6) Read the text again and answer these questions. Then discuss with a partner:

a) According to the author, what do we generally see on social media posts? And what don't we see?

b) What do these posts and images make us assume about other people's lives?

c) What does generally happen when we start following people?

d)   According to the author, what kind of information should we also post? Why?

7) In pairs, discuss the following questions:

• What kind of information and/or image do you post? Why?

• Would you consider following the author's advice concerning what to post? Why (not)?

• What would you do if you read/saw something bad/disturbing that a friend posted? Why?

GRAMMAR:

1) Read the sentences below and answer the questions in pairs:

"Sharing the news **that** you received a full time job."

"This leads us to only thinking the people **that** we follow have the perfect life."
"Men **who** look at #fitspo content more frequently cared more about their own muscles."
http://twixar.me/30x1

"My clients **that** are a little obsessed with following dates on social media really do lack the skills to communicate effectively in person."
http://twixar.me/W4k1

"It's why we have signed up to the Be Real campaign, **which** aims to diversify beauty standards." https://bit.ly/2Z6LfP5

"She pointed out that eye contact and physical touch, **which** are important to healthy relationships, are completely lacking in social media interactions."
"According to a report by Engineering and Tech magazine, Parker, **who** also co-founded Napster, said in a speech in 2017 that this exploitation was intentional."
http://twixar.me/h4k1

a) What do the words in **bold** refer to in the sentences?

b) Complete the following table with *people* and/or *things*.

THAT	WHO	WHICH

c) The words in bold from the exercise 1 are called:

( ) demonstrative pronouns   ( ) interrogative pronouns

( ) relative pronouns

d) Underline other examples of sentences in the article with one of the above words. Pay attention to what they refer to.

e) The following sentences have been taken from the article: "*The complicated truth about social media and body image*" (http://twixar.me/30x1). Use one of the relative pronouns studied above (**who, that, which**) to complete them. Underline what they refer to. Compare your answers with your partner. More than one answer may be possible.

> "Research suggests that "fitspiration" images in particular – _____ typically feature beautiful people doing exercise, or at least pretending to – might make you harsher on yourself."
>
> "Those _____ viewed only #fitspo scored lower on self-compassion, but those _____ viewed the compassionate quotes (e.g. "You're perfect just the way you are") were nicer to themselves – and felt better about their bodies."
>
> "The same study found that women _____ had seen the body-positive photos still ended up objectifying themselves."
>
> "Take a break and engage in other activities _____ have nothing to do with appearance and comparing yourself to other people,"

f) Read the following pairs of sentences:

- This leads us to only thinking the people have the perfect life.

  The people that/who we follow have the perfect life.
- It's why we have signed up to the Be Real campaign.

  The Be Real campaign aims to diversify beauty standards.
- Men look at #fitspo content more frequently.

  Men cared more about their own muscles.
- According to a report by Engineering and Tech magazine, Parker said in a speech in 2017 that this exploitation was intentional.

  Parker also co-founded Napster.

As you can see, there is some repetitive information in the sentences. How can you combine both parts to make them less repetitive? You need to use *that, who, or which*. Pay attention to what it refers to. More than one answer may be possible.

Model: This leads us to only thinking the people have the perfect life. The people that/who we follow have the perfect life. = This leads us to only thinking the people that/who we follow have the perfect life.

Relative clauses are clauses beginning with question words (e.g. *who, which, where*) often used to modify nouns and some pronouns – to identify people and things, or to give more information about them.

g) Can you omit the clauses in bold in the following sentences? Why (not)?

"This leads us to only thinking the people **that we follow have the perfect life**."

"It's why we have signed up to the Be Real campaign, **which aims to diversify beauty standards**."

There are two types of relative clauses in English: defining and non-defining. The first one describes the preceding noun, it specifies what we are talking about, so it is essential to the understanding of the sentence; while the second merely adds something to it by giving extra information about it. Non-defining clauses are fairly formal and more common in written English.

h) Are the clauses from the previous exercise defining or non-defining?

i) Which relative pronouns can you use with defining relative clauses?

( ) that   ( ) who   ( ) which

j) Which relative pronouns can you use with non-defining relative clauses?

( ) that   ( ) who   ( ) which

k) What punctuation mark can we use with non-defining relative clauses?

l) Can we omit the relative pronouns in the sentences from exercise 'e'? Why (not)?

When the relative pronoun is the object of the sentence, it can be omitted. If the relative pronoun is the subject of the verb then it cannot be omitted.

2) The use of relative clauses is very important when you are writing. Work with a partner. Put the words in order to form sentences. The first word has been given to you. Say whether the relative clause is defining or non-defining.

a) Teens_____
may/idealized/depressed/who/frustrated and/have created/feel/online personas

b) Social media _____
to keep/far away/can be/friends/live/with/and family/way/who/a wonderful/ connected

c) Online challenges _____

that people/to follow/trends/feel/are/compelled

d) People_____

on/to portray/social media/which sometimes/be/true/a rosy/try/might not/picture

e) Smartphones, _____

in 2007/which/with/to the Internet/added/the mainstream/of the iPhone/entered/ the introduction/instant access

LISTENING:

1) You are going to watch a news report on social media. Before you do it, discuss the following questions with a partner:

https://www.youtube.com/watch?v=EhlAEYfGs4A

- When you post something on your social media, do you expect to get a lot of 'likes'?

- How do you feel when you receive a lot of 'likes'? How do you feel when you don't?

2) Now watch the news report and write T (true) or F (false). Correct the sentences that are false.

( ) Experts believe that there is a relationship between social media and self-esteem.

( ) Anna Katner does not see this relationship between social media and self-esteem.

( ) Sandra Graybill has had some bad experiences with people because of social media.

( ) According to Dr. Ryan Martin, social media changed the way we compare our lives to other people's lives.

( ) Dr. Martin said that posts you see on social media can increase your self-esteem.

( ) Dr. Martin said that social media may be used for good purposes.

3) Do you agree with Anna Katner when she says: "people produce social media just because they think that likes are telling them that they're accepted into society"? Why (not)?

PRONUNCIATION:

1) Pronounce the following words from the listening activity:

SELFIES   POSTS   PURPOSES

2) Pronounce them again, now paying attention to the final 's'. Did you pronounce them the same or differently?

3) Listen to the words and pay attention to their pronunciation.

> In English, the final 's' in the 3rd person singular and in plural nouns can be pronounced in three different ways!
>
> In 'selfies' you must pronounce it like a 'z' - /ˈsel.fiz/. In 'posts' you must pronounce it like an 's' - /poʊsts/. And in 'purposes' you must pronounce it like an 'iz' - /ˈpɜːrpəsɪz/.

4) Write the following nouns and verbs from the listening exercise under each sound. Compare your answers with a partner.

comes   experts   Millennials   lives   likes

peers   experiences   seems   gets

opposites   increases   loves

/Z/	/S/	/IZ/
sees	meets	produces

PRONUNCIATION RULE:

If the noun or the verb ends in: You pronounce the final 's' like:

Vowel, diphthong, or voiced consonant (except /Z/, /ʒ/, /ʤ/)	/Z/
Voiceless consonant (except /S/, /ʃ/, /ʧ/)	/S/
/S/, /Z/, /ʃ/, /ʒ/, /ʧ/, or /ʤ/	/IZ/

SPEAKING:

1) In groups, brainstorm advantages and disadvantages of social media related to the following topics:

	ADVANTAGES	DISADVANTAGES
COMMUNICATION		
NEWS		
LOVE/RELATIONSHIPS		
EGO/SELF-ESTEEM		
BULLYING		

2) Form two groups. Group A strongly believes social media are good; Group B strongly believes they are bad. Students must present their ideas in a debate.

SOME USEFUL LANGUAGE:

STATING AN OPINION	AGREEING	DISAGREEING
• In my opinion... • I (don't) think that… • The way I see it... • If you want my honest opinion.... • From my point of view… • As far as I'm concerned... • My position is the following…	• I agree with Q's point because… • That's a good point. • I think Q has the right idea. • I'd like to add something to that. • I completely/totally agree. • I fully support that idea.	• I see your point, but I think… • Yes, I understand, but my opinion is that… • That's all very interesting, but the problem is that… • I'm afraid I can't quite agree with your point.

3) In pairs, choose one of the topics from exercise 1 (communication, news, love/relationships, ego/self-esteem, or bullying). What advice would you give someone to avoid those problems when using their social media?

WRITING:

1) Take a look at the image and answer the questions below.

https://www.amphis-software.com/email-template.htm
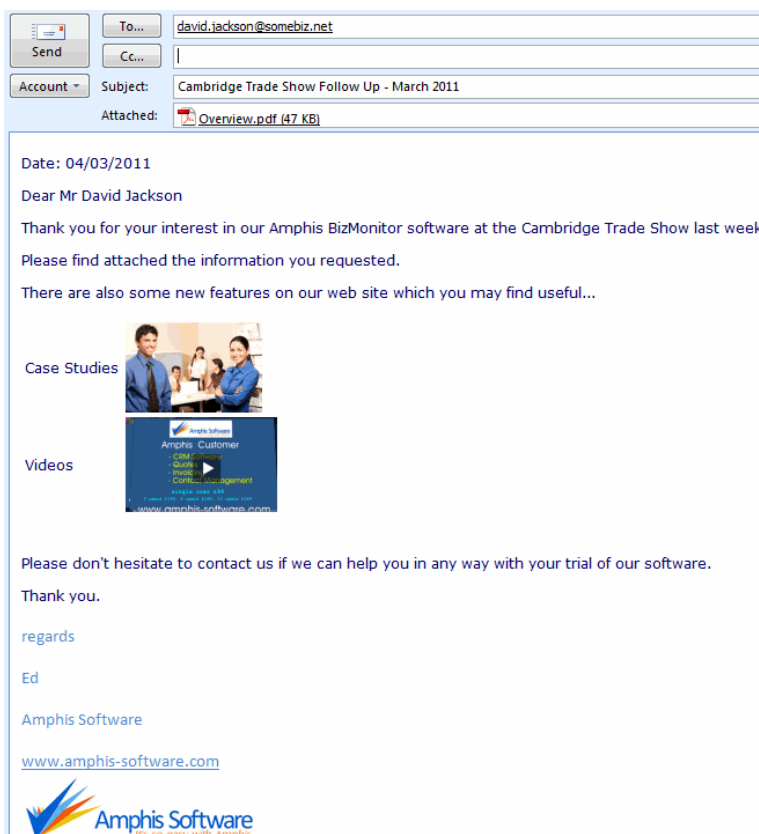
a) What genre is it? When would you write such a text? Have you ever written one? To whom and why?

b) Reading the text, what information can you find?

(   ) email address of the sender   (   ) body of the email

(   ) email address of the receiver   (   ) a closing sentence

(   ) subject of the email   (   ) name of the sender

(   ) a title on the body of the email   (   ) an introduction

(   ) name of the receiver on the body of the email

c) If you were writing an email to a friend, how would you address him/her? How would you end your email?

> When writing an informal email in English, you can start with: *Dear, Hi, Hello* + the first name of the person you are writing to. You can end your email with *Love, Hugs, Best wishes, Cheers.*

18

2) Now it is time to practice. Your friend wrote an email to you complaining that s/he is going through some problems at school because other students are making fun of his/her body, because of that his/her self-esteem is quite low and s/he is feeling depressed. You have just read the following blog post about why self-esteem is important and you think you can help. Now write to your friend telling him/her about what you read and giving him/her some advice on how to cope with this issue. Write between 140 – 190 words.

Before you write your email, read the blog post and answer the questions:

- What does Laura say about true body positivity and high self-esteem?
- Where does this idea of a 'perfect' body come from?
- What is the result of doubting ourselves?
- What does Laura suggest we do to accept ourselves and increase our self-esteem and body positivity?

3) When everybody finishes writing their emails:

a) get an email from a classmate,

b) read the email and underline the advice s/he wrote about,

c) write a reply to your friend (pretending you are the person who was having problems at school) saying whether the advice helped you.

Why Your Self-Esteem Is Important

Do we notice the things that impact our self-esteem, and how we feel about ourselves? Laura blogs about why self-esteem is important and how it effects our mental health.

On a daily basis we are doing things that affect our self-esteem and body image. We can spend hours scrolling through social media and think to ourselves 'why don't I look like that?' Despite this kind of behaviour being the norm in society, it is important to take a step back and think about how our self-esteem and body image is impacting our mental health.

Realising that the 'perfect' body doesn't exist

Regardless of what somebody else may tell us, I believe that true body positivity and high self-esteem can only come from within. Of course, it's nice to hear from a friend or family member that we look great, however, unless we believe this ourselves, we cannot break through the mental barriers that are holding us back from truly accepting who we are.

"Trends in society allow us to think that we must look a certain way, but that's not the case."

As we scroll through social media or magazines, we are swamped with images of people that are, in our minds, 'perfect' – but where has this idea of a 'perfect' body come from? Trends in society allow us to think that we must look a certain way, but that's not the case. We shouldn't waste time comparing ourselves to somebody else, I know it's easier said than done, however, if we don't put a stop to this we could damage our mental health.

In my opinion, we are all born beautiful. Expectations from society is the reason that people doubt themselves, which in turn has a negative impact on our mental health. The truth is that everybody has insecurities, even the people that we desperately urge to be like have things that they dislike about themselves – it's normal.

"The truth is that everybody has insecurities"

Moving forward

As this is the start of 2019, I think it would be great if more people could put down their phone and realise that they need to start accepting who they are. We could start small – I found that looking in the mirror and saying something that I liked about myself really helped. Yes, it may be difficult to start with, but this will slowly start to rebuild your mental health in terms of being happy in your own skin.

Another way to help increase self-esteem and body positivity is to be kind to others – this will not only make somebody else feel better, but the mental health benefits that you will gain from making somebody else feel good is amazing.

"I found that looking in the mirror and saying something that I liked about myself really helped."

I'm not saying that this will all happen within the first month, but choosing to be a little bit kinder to ourselves each day will impact our mental health in such a positive way. We only have one body so why not choose to love it? Yes, it's ok to make changes if this will make you happier but do it for you and not because that's what you think is the 'perfect' way to look – your mental health will thank you for it.

1.1. Teacher's Guide

Starting off:

As a warmer With books closed, ask students to work in groups and decide on a definition of social media. Give them 2-3 minutes to discuss and then round up with the whole class.

1)   The logos are from Facebook, Pinterest, Snapchat, Twitter, WhatsApp, YouTube, TikTok, and Tinder.

Reading:

Suggested answers:

- What he posts does not reflect his real life; however, even though his posts are all lies he keeps getting likes.

- The man feels devastated/sad/depressed because his life is not going well. He has lost his girlfriend and his job.

- What you post online may not be an actual reflection of your life. People do not like to read other people's real posts, the ones that might be considered sad/depressing/ negative.

2)   Students may not know the meaning of the word 'façade'. Tell them that it will be discussed later. Tell them to focus on the main idea of the title and ask for predictions.

3)   Students are supposed to connect the two ideas: that your social media life is not the same as the real one.

4)   Check with students what they predicted and what they understood about the article.

5)   d/c/e/a/b

> **Extension idea:** To practice the new vocabulary, ask students to choose some words and write sentences with them but leaving a gap where the words should be. They should then ask a classmate to read the sentences and complete the gaps.

6)   While checking students' answers, ask them where they have found their answers.

a)   According to the author, social media posts always show a perfect life, it is always about good news. They do not show difficult moments in people's lives, for example, when people lose their jobs or end a relationship.

b)   That everybody leads a perfect life, with no mistakes, no problems.

c)   We start comparing their lives to our own and start questioning our lives.

d)   The author says that we should share the bad news too so that people can get a relief and we can support that person.

7)   After students discuss in pairs, ask them to share their opinions with the rest of the group.

Grammar

1)   a) the news, the people, men, my clients, BeReal campaign, eye contact and physical touch, Parker.

b)

THAT	WHO	WHICH
people things	people	things

c)   Relative pronouns.

d)   "Following that Instagram model that/who posts pictures of themselves and questioning your workout routine."

"So next time you see that person on Facebook that/who has the perfect life, know that they do not."

"Social media can build the community and we can support each other, which is commonly unseen."
e) which ("fitspiration" images)
who (those)/who (those)
who (women)
that (other activities)

NOTE: Tell students that some gaps (2, 3 and 4) might be completed with either *that* or *who*. Remind them why.

e)   "It's why we have signed up to the Be Real campaign, which aims to diversify beauty standards."

"Men who/that look at #fitspo content more frequently cared more about their own muscles."

"According to a report by Engineering and Tech magazine, Parker, who also co- founded Napster, said in a speech in 2017 that this exploitation was intentional."

f)   In the first sentence we cannot omit it because we need that clause to understand who we are referring to/talking about. In the second sentence we can because that clause is extra information, it is not essential to understand the sentence.

g)   The first sentence is a defining relative clause, while the second is a non-defining relative clause.

h)   that, who and which

i)   who, which

j)   You need to use a comma with non-defining relative clauses.

k)   No, because it is the subject of the clause.

2)

a)   Teens who have created idealized online personas may feel frustrated and depressed.

b)   Social media can be a wonderful way to keep connected with friends and family who live far away.

c)   Online challenges are trends that people feel compelled to follow.

d)   People try to portray a rosy picture on social media, which sometimes might not be true.

e)   Smartphones, which added instant access to the Internet, entered the mainstream with the introduction of the iPhone in 2007.

Extension ideas: 1) Ask students to write sentences of their own as examples of relative clauses (defining and non-defining). If students find it difficult to create their own examples, you can provide some phrases/clauses for them to write the other part.

2) To make practice more fun, you can play 'Clues for You'. In this game, students will give clues to an object/person as the class tries to guess which object/person it is. Divide your class into teams. Have each team take turns choosing an object/person to give clues about. Each clue should start with, "This is something/someone that/which/who…"

Note: If students have doubts regarding the rules of relative clauses in English, provide them with more examples and, in case it is still necessary, a more detailed explanation.

We use relative clauses to describe or give extra information about something we have already mentioned. We often use relative pronouns (e.g. who, where, that, which, whose) to introduce relative clauses.

What are relative clauses and why do we use them?

A clause is a group of words containing a verb. Relative clauses are a way of giving more information about a person, thing, place, event, etc. We often use them to avoid repeating information.

What are defining relative clauses?

They are clauses that you need in the sentence for it to make sense.

What are non-defining relative clauses?

We use those to give extra information, which is not absolutely necessary.

Here is a table outlining the main grammatical differences between the defining and non-defining relative clauses:

Defining relative clauses	Non-defining relative clauses
Don't have commas.	Use commas.
Use the following pronouns: *that, who, which.*	Use the following pronouns: *who, which.*
That can be used instead of *who* or *which.*	Never use *that*.
Who, which or *that* can be omitted when they are the object of the clause.	You **cannot** omit the relative pronoun in the sentence.

Source: https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/relative-clauses

Listening

1) After students discuss in pairs, round up with the whole class.

2) Before students listen to the report, ask them to discuss with a partner if they think the sentences are true or false.

Answers:

T

F (She thinks that likes have a correlation to confidence and being accepted by your peers.)

T

T

F (She says that because of social media you're likely to see lower self-esteem, increases in depression and anxiety and things like that).

T

3) Have a class discussion. Go back to the question from the pre-listening activity in which they discussed about getting 'likes'.

Tapescript

Female newscaster: Welcome back. When it comes to social media and your self-esteem, is there any type of connection?

Male newscaster: Well, some mental health experts say it could damage a person's confidence, so we sat down with some Millennials to see how it's impacting their lives.

Reporter: Selfies, likes, retweets, they're all part of the social media game. For some it's not a big deal, but for many young people there could be more to social media than meets the eye.

Sandra Graybill: To some degree I think it's kind of a confidence booster and something that they do rely on.

Reporter: Sandra Graybill is a senior communications major at the University of Wisconsin-Green Bay. She admits when she was younger Facebook became more than just a way to keep in touch.

SG: When, you know, I would post something and when people would comment on it oh, you know, maybe maybe that's not good, or maybe I didn't say that right.

Reporter: Anna Katner is a junior and a social media intern at UWGB.

Anna Katner: I definitely have seen that impact on Millennials. That likes have a correlation to confidence and being accepted by your peers.

Reporter: Sandra says while she loves having an easy way to stay in touch with friends, social media can bring out the worst in people.

SG: My personal experience a lot of fights that actually would occur between friends or

something, words, you know like, 'Oh you guys were all together, why didn't you invite me?'

Reporter: So we went ahead and asked the experts. Dr. Ryan Martin is a chair of psychology at UWGB. He says social media problems start with something called social comparison.

Dr. Ryan Martin: Facebook and Twitter and Instagram, they offer opportunities for people to compare themselves to others in ways unlike we've ever seen before and so from everything from the posts that other people post, the pictures they post, but also how many friends they have, how many followers they have, it offers, it's all part of this thing where I the user can look at other people's lives and make comparisons in ways that I never could before.

AK: I've definitely heard of something like a like phenomenon, that people produce social media just because they think that likes are telling them that they're accepted into society.

Reporter: Well, something gets a way to fit in. Dr. Martin says posts people use to get all those likes can actually backfire.

RM: We only talk about the positive experiences we're having and because of that, you know, it's, you're really comparing yourself to, in some ways, this sort of unobtainable gold standard.

Reporter: And in the long run…

RM: And we know that in doing so, you're likely to see the lower self-esteem, you're likely to see increases in depression and anxiety and things like that.

Narrator: Now that Sandra's older, she sees social media a lot differently.

SG: Everything seems so perfect and then, of course, when something tragic occurs, we see that and it's real, but to some degree we have two polar opposites and there's this middle chunk that's missing.

Reporter: Experts say if social media does make you feel better about yourself before you do post next time think twice about it.

MN: Now Dr. Ryan Martin did tell us not all social media is bad, it can be used for good things like promoting a cause you're passionate about, raising awareness about social issues, and keeping in touch with people you don't see every day.

FN: Absolutely; however, he does recommend it's good to take a break from social media and use it only for those good purposes.

https://www.youtube.com/watch?v=EhIAEYfGs4A

Pronunciation

/Z/	/S/	/IZ/
sees, comes, lives, peers, seems, loves, Millennials	meets, experts, likes, gets, opposites	produces, experiences, increases

Speaking

1)   Write the table on the board. When students finish brainstorming, round up their ideas with the whole class and complete the table.

2) Before students form the two groups, prepare them for the debate by reviewing what is important in a debate, how it works, its etiquette, etc. Give them some time to elaborate their arguments. Walk around the class in order to help. When they are ready, act as the mediator.

3) Answers will vary.

Writing

1)
a) It is an email. You would write it in order to ask for information, to complain about something, to send news to friends, etc.

b) Email address of the receiver, subject of the email, name of the receiver on the body of the email, body of the email, a closing sentence, name of the sender, an introduction.

c) Possible answers: Hi, Hello, Dear, Hey + name/Love, Best wishes, Hugs.

2) Ask students to read the blog entry and answer the questions in pairs.

Answers:

- "True body positivity and high self-esteem can only come from within."

- Social media or magazines.

- It has a negative impact on our mental health.

- We need to start accepting who we are, for example, by looking in the mirror and saying something that we like about ourselves and to be kind to others.

> After they finish answering and discussing the blog entry, remind them about the key elements when writing an email (salutation, introduction, body, closing sentence, ending). Motivate them to use their own ideas when writing their emails. Tell them that if they are writing an email as a task in an international exam, they do not need to write the email address of the receiver or the subject of the email.

Ask students to:

• brainstorm words and phrases about the topic. If possible, use a word cloud generator online to make the brainstorming more engaging and fun,

• select the pieces of advice from the blog entry or present their own ideas,

• write an outline of their email, following the model given,

• write their first draft,

• give the draft to you so that you can give some quick feedback (oral or written),

• revise their draft based on the feedback given previously and exchange it with a classmate (s/he should also give some feedback),

• write the final version of their email paying attention to genre conventions, grammar, spelling, punctuation, sentence structure, and accuracy.

UNIT 2: LET'S TALK ABOUT… FASHION AND ENVIRONMENT

Starting off:

Let's evaluate your relationship with fashion and consumerism. Answer the following questions by choosing the answer that comes closest.

Question 1: When you shop for clothing…

> A. You purchase what you like when you see it.
>
> B. You only visit stores you know and like (even if that is the thrift store).
>
> C. You don't shop for clothing.

Question 2: How would you describe your style?

> A. The answer to this depends on the day you ask me.
>
> B. My style is trendy, on-point and on-fashion.
>
> C. I generally look like I just woke up.

Question 3: Would you ever buy a knockoff of a high fashion brand?

> A. Of course! Why wouldn't I?
>
> B. No. No, no, no, no and no.
>
> C. I might? I may have? What brands qualify? Who knows?

Question 4: Do you dress similarly to your friends?

> A. I am my own original style.
>
> B. Of course I do, because we all have taste.
>
> C. This depends on the day that you ask me.

Question 5: Is there a piece of clothing that you consider your signature piece?

> A. Of course! We all have favorite pieces of clothing.
>
> B. Of course! Who doesn't have a signature fashion piece!
>
> C. Um. No.

Question 6: How often do you shop for clothing?

> A. I'm not sure. I kind of just pick things up as I go along.
>
> B. As soon as the new seasonal styles are released.
>
> C. When I discover holes in my clothes. And even then I may wait a while.

Question 7: What do you do with clothes you are no longer wearing?

      A. I donate them.

      B. I store them. I dream of a bigger closet.

      C. I mean, by that point they are truly rag status.

Question 8: If you were to describe yourself to others, you would say…

      A. I look put together.

      B. I look on-trend.

      C. I look like I look.

Question 9: How many fashion designers can you name?

      A. A handful. Some of them are interesting and I like their style.

      B. Almost all of them. Even the ones I know because I wouldn't wear them.

      C. Seriously?

Question 10: When you meet a person for the first time …

      A. I do make some assumptions based on what they're wearing, who wouldn't?

      B. I absolutely know lots about them based on what they're wearing.

      C. I honestly don't even notice what they're wearing. Do you?

Grading Yourself

This one is easy to grade yourself on! Simply add up which letter you answered the most (A, B or C) and find your assessment below.

> **If You Answered A the Most …**
> You actually have a reasonably healthy relationship with fashion once you fall in love with your idea of enough. It's okay to be involved in the consumer world, you just want to do so mindfully and without having it define your identity.
>
> **If You Answered B the Most …**
> You need to take a breath and a pause and truly evaluate if the "stuff" of fashion is fulfilling you in the ways that you need to be fulfilled. Other people – and brands – can't define you. Only you can.
>
> **If You Answered C the Most …**
> You honestly may be rejecting fashion in a way that is just as unhealthy as embracing it entirely. Let yourself have a little fun with it (unless you are a nudist like our founder, of course). Judgment is for the judicial branch.

Source: https://www.postconsumers.com/2017/05/01/fashion-consumerism-quiz/

READING:

1) Look at these two images. What do they show? What kind of information do they convey? What do you think they have in common?

2) Have you ever heard of the phrase 'fast fashion'? If so, what is it? If not, what do you think it means? Discuss with a partner and then share your opinion with the whole class.

3) Read the title of the article and discuss how the previous images and the title are connected.

4) Now read the article about fast fashion and the environment and check if your answers to the previous questions were correct.

Fashion industry cleans up its act by tackling environmental and ethical issues

By Melanie de Klerk
Global News
Updated: June 12, 2019 12:02 pm

Fashion is a booming industry and its transition from the catwalk to the store - also called "fast fashion" is becoming faster than ever, but it's having a negative side effect of impacting the environment.

Clothing isn't just a way to cover our bodies, it's become a statement of individuality and style and the fashion industry is doing a roaring trade.

According to FashionUnited, an independent industry network and statistical platform, the fashion industry is now one of the biggest industries in the world worth some $3 trillion and growing. It's also responsible for contributing a whopping two per cent to global GDP.

With such a massive global footprint, fashion is literally everywhere, especially fast fashion. Heading down to the local mall means you can shop at any number of a dozen fast fashion retailers.

"Fast fashion is fashion that moves really quickly from catwalk to consumer to garbage," said Alejandra Echeverri, a researcher from The University of British Columbia. "So, there are certain brands that have to change their entire inventory every two weeks at their stores."

The clothing is on trend and cheap, but there is an unseen price tag beyond the rack.

Human and environmental toll

"Workers are working in really poor conditions making as little as 12 to 18 cents per hour… Fast fashion is a major concern environmentally and socially," said Echeverri.

The industry was forced to confront poor working conditions in 2013 when the Rana Plaza, a factory complex in Bangladesh, collapsed killing more than a thousand workers.

But fast fashion is also taking an alarming toll on the environment.

The industry uses an estimated 98 million tonnes of non-renewable resources per year and, according to the United Nations, it's the second largest user of water in the world. The industry is also responsible for 20 per cent of the world's wastewater. On top of this, the fast fashion industry emits more greenhouse gases than international air travel and shipping traffic per year combined.

"One thing that sets the fashion industry out is that it's incredibly complex," said David Santill from Greenpeace. "It's spread worldwide, it's often supported by factory operations in countries with relatively limited pollution controls."

Fashion industry cleaning up its act

The industry is trying to clean itself up and that might be because of consumers who are now starting to demand more from the industry.

Annie Zhu is a Toronto resident with her own lifestyle blog called Terumah. She's noticed a trend in that more and more of her readers want to know about sustainable fashion options.

"I find that the posts on ethical fashion are consistently the most popular because I do think that people are interested and are becoming more and more interested. Especially in the last year or so and they're really looking for this information," said Zhu.

Retailers are now starting to shift their operations to more environmentally friendly, ethical models.

That's also meant the market has opened up to make room for new retailers with a different philosophy.

Frank And Oak is a prime example. The Canadian-born retailer offers customers all over the world more sustainable and ethical fashion. They've built the brand on a philosophy they call 'good living.'

"From my perspective, when people buy things they're also voting," said Ethan Song the Co-founder and CEO of Frank And Oak. "So, it was very important for us to make sure that the values that the brand embodies, whether it's respecting the environment or promoting inclusion were part of the product that we create and part of the experience."

The company also recognizes the impact that the fashion industry has on the environment and works hard to ensure they are limiting the footprint on the environment and working with ethical manufacturers.

"We work with international organizations to create new standards for our manufacturers but, obviously, you know, we make choices in our own supply chain to work with the right manufacturers and encourage the right behaviours," said Song.

Now some of the biggest fast fashion brands are starting to change their approach too.

30

Companies like H&M now offer recycling programs for old clothing and are moving to more sustainable production models.

"There are now a number of retailers that are beginning to look at this as being an issue that is their responsibility, beginning to change the way in which they are sourcing clothing," said Santill. "And, actually, there are companies that are going much more progressively to make sure their producers, their manufacturers do not use a whole series of harmful chemicals in their production processes so that they can sell confidently to their consumers."

As more and more consumers demand their clothing be both ethically sourced and sustainably made, the fashion industry is starting to change for the better.

https://globalnews.ca/news/5340379/fashion-industry-cleans-up-its-act-by-tackling-environmental-and-ethical-issues/

5) What do the following numbers refer to?

>>> a) $3 trillion

>>> b) two percent

>>> c) 12 to 18 cents

>>> d) 98 million tonnes

>>> e) 20 per cent

6) Read the article carefully and with a partner decide what its three main topics are, then summarize what the author says about each one of them.

7) Discuss with a partner the following questions:

- Do you buy fast or ethical fashion? Why (not)?

- Did you know about the problems related to fast fashion? If not, and if you buy it, do you think you are going to reconsider your shopping habits from now on? Why (not)?

- According to the author, "the fashion industry is starting to change for the better". Do you think that fast fashion will eventually disappear or change its business model? Explain.

VOCABULARY:

1) Match the highlighted words in the article with their definition.

(a) doing a roaring trade	( ) the amount of goods a store or business has for sale at a particular time
(b) retailer	( ) to represent a quality or an idea exactly
(c) inventory	( ) to sell a lot of goods very quickly
(d) embody	( ) a person, shop, or business that sells goods to the public

2) According to the *Corpus of Contemporary American English*, these are the three most common collocations with the words in the box. Complete the following sentences with one of them and then choose its synonym.

whopping	toll	booming

a) "The city has a_____**economy** and that reflects well in the shopping style of the Pathankot people." https://koofler.com/about-us/

"The_____**business** of Sneakers and why customers find investing in them better than gold." http://twixar.me/j4k1

"Modest fashion is a_____**industry** with a total spending of $44 billion." https://mvslim.com/mff2018/

      ( ) successful   ( ) failing

b) "When asked are you buying fewer, but better quality items, a _____ 90 **percent** of respondents said, "YES." http://twixar.me/t4k1

"Ariana Grande is suing Forever 21 for a_____$10 **million**." http://twixar.me/ P4k1

"Canadian Queen Celine Dion arrives in Oscar Delarenta and her gown weighed a _____ 22 **pounds**!" http://twixar.me/84k1

      ( ) small   ( ) large

c) "Stonewashing jeans takes a **heavy** _____ on environment." http://twixar.me/ B4k1

"Modeling can take a high **emotional**_____on young women." http://twixar.me/ R4k1

"…the tragedy represented the **human**_____of fast fashion, and sparked international outcries." http://twixar.me/Y4k1

      ( ) suffering or damage   ( ) benefit

GRAMMAR:

1) Go back to the text and read the underlined words. What part of speech are they (e.g. noun, adjective, adverb)?

2) Read the words in the box. What are the highlighted parts called? What do they do to the root word? What are their meanings?

environmen**tal**	recycl**ing**	state**ment**	social**ly**
research**er**	pollu**tion**	non-renew**able** individual**ity** Canad**ian**	

A suffix is a letter or group of letters added at the end of a word to make a new word. Suffixes change the meaning or grammatical function of a root word.

3) With a partner, go back to the text, find other examples of words formed by suffixes, discuss what part of speech they are and what they mean.

4) In groups, complete the following table with examples of different words formed by each suffix.

Noun forming suffixes	Examples
-er/-or	
-ion	
-ity	probability
-ment	
-ness	
-sion	
-ship	
-th	strength,
Adjective forming suffixes	
-able, -ible	
-al	
-ant	brilliant,
-ary	
-ful	
-ic	poetic,
-ious, -ous	
-ive	
-less	
-y	creamy,
Adverb forming suffixes	
-ly	

5) Complete the paragraph with the words in parentheses adding the proper suffix. Check with a partner.

"This planet is suffocating because of our _____**(increase)** desire for fast fashion and most of the industry still supports this, making it one of the world's biggest _____ **(pollute)**. Our hunger for fast fashion is pushing species to the brink of _____**(extinct)**, destroying the habitats that provide us with clean air and polluting the rivers that give us fresh water. Each year over a hundred billion items of clothing are produced _____ **(globe)** using thousands of different chemicals, yet three out of five items end up in landfills within 12 months. We all need a _____**(health)** planet not only to survive but also to inspire the _____**(creative)** that drives fashion and design and there is hope. Nature's power of_____**(regenerate)** is remarkable. The choice lies with us every time we invest in an item of clothing, we can consider every purchase and love our choices, we can buy quality and consume less, we can recycle and repurpose. Together we can change our attitude towards fast fashion._____**(Sustain)**, clean, considered, fashion."

Source: **Can Fashion Be Sustainable?|BBC Earth** https://www.youtube.com/watch?v=ZoiU8sprXpQ

PRONUNCIATION:

1) Listen to the following words taken from the article. Pay attention to the /l/ sounds. Can you notice any difference between the sounds in the beginning and end of the words?

environmental	literally	ethical	local	statistical

looking   global   limiting   mall

2) Look at the images showing the different positions of the tongue when you pronounce the /l/ sounds. Put the words above under one of the representations.
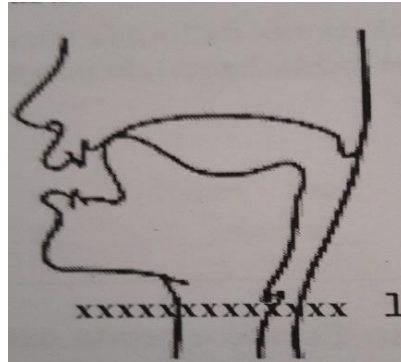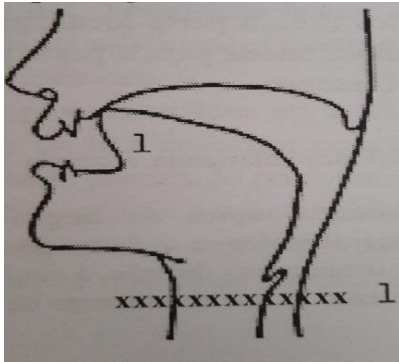
There are actually two L sounds in English: the light L sound and the dark L sound. When you make the light L sound, the tip of your tongue will rise up and press against the back of your top teeth. The light L sound is usually found at the beginning of a word.

The dark L sound is really two sounds: a vowel sound + the L sound. After making the vowel sound, the tip of your tongue will rise up and press against the back of your top teeth in the same way as the light L sound. The dark L sound is often found in the middle or at the end of a word.

3) Which image above represents the light /l/ sound and the dark /l/ sound?

4) Add other words that you know to the table above.

LISTENING:

1) You are going to watch a news report about fast fashion and the environment. Before you do it, match the words in **bold** from the extracts with their definitions:

a) "Zara has just launched its first line of sustainable fashion, **touting** its organic cotton and recycled wool.	( ) doubting that something is true or useful
b) "Fast fashion giants are trying to **spruce up** their environmental image,'	( ) to get rid of or remove something
c) "I am very **skeptical** of both the conscious collection and of the new initiative that Zara is launching out".	( ) to make someone or something cleaner and tidier or to improve his, her, or its appearance generally
d) "One study said that the average North American is **tossing out** 82 pounds of clothing a year."	( ) to advertise or praise something, often to encourage its use or sale

2) Watch the news report and answer the following questions:

https://www.youtube.com/watch?v=2sKSYnV1YyA

a) What is the main idea of this news report?

b) What does Nick Angela say is the real problem when it comes to fast fashion?

c) What are some Canadian cities doing about the amount of clothes thrown away?

d) What do environmentalists say we should do?

3) Nick Angela says that he is skeptical about some fast fashion industry initiatives. It can be inferred that he is talking about 'greenwashing'. Look up the word in a dictionary and discuss its meaning with a partner.

4) Look at the following images and watch the video. What do these companies want you to do? Considering one of them is a major fast fashion retailer, do you think these practices can be considered greenwashing? Why (not)?

If you want to know more about what happens when you use those in-store recycling bins, go to http://twixar.me/v0x1 or have your cell phone read the QR code.
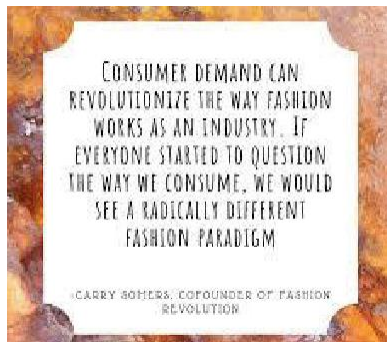
SPEAKING:

1) Read the following quotes. Which ones have a similar theme? Compare your ideas with a partner, justify your answers.

Buy less.

Choose well.

Make it last.

———

VIVIENNE WESTWOOD

IT'S AN "ADD TO CART" KINDA DAY!

CONSUMER DEMAND CAN REVOLUTIONIZE THE WAY FASHION WORKS AS AN INDUSTRY. IF EVERYONE STARTED TO QUESTION THE WAY WE CONSUME, WE WOULD SEE A RADICALLY DIFFERENT FASHION PARADIGM

-CARRY SOMERS, COFOUNDER OF FASHION REVOLUTION

The first step to **slow fashion,** is asking **why** before you buy

———

if you cant **stop** thinking about it... buy it

CHEAP FASHION IS REALLY FAR FROM THAT, IT MAY BE CHEAP IN TERMS OF THE FINANCIAL COST, BUT VERY EXPENSIVE WHEN IT COMES TO THE ENVIRONMENT AND THE COST OF HUMAN LIFE

-Sass Brown-

There is **no beauty** in the finest cloth if it makes hunger and unhappiness

———

MATAHMA GANDHI

I LIKE MY MONEY RIGHT WHERE I CAN SEE IT... HANGING IN MY CLOSET.

#FASHIONREVOLUTION

Fashion shouldn't cost the earth.

- ENVIRONMENTAL AUDIT COMMITTEE - UK HOUSE OF COMMONS

2) In groups, discuss the quotes. What do you think they mean? What kind of message does each quote convey? Which one(s) do you agree with? Why?

3) If you had to choose one quote to summarize everything we have discussed in this unit, which one would it be? Explain your choice.

Some useful language:

Opinion:

As far as I'm concerned,

As I see it,

From my point of view,

In my opinion,

I'd say that…

I strongly believe that…

Agreeing:

We see eye to eye.

Yeah, I'd go along with that.

Absolutely!

You took the words right out of my mouth.

I couldn't agree more.

You have a point there.

I'm with you 100% on this one.

Disagreeing:

We don't see eye to eye.

I take your point but…

I tend to disagree with you there.

That's not always the case…

I beg to differ.

WRITING: An Essay

How to Write an Essay

Co-authored by **Christopher Taylor, PhD**

An essay is a common type of academic writing that you'll likely be asked to do in multiple classes. Here are the 10 main steps to write an essay.

1   Read your assignment carefully. The style, structure, and focus of your essay will vary depending on the type of essay you are writing. A few common types of essays include:

- The compare/contrast essay, which focuses on analyzing the similarities and differences between 2 things, such as ideas, people, events, places, or works of art.

- The narrative essay, which tells a story.

- The argumentative essay, in which the writer uses evidence and examples to convince the reader of their point of view.

- The critical or analytical essay, which examines something (such as a text or work of art) in detail. This type of essay may attempt to answer specific questions about the subject or focus more generally on its meaning.

2   Find some reputable sources on your topic.

3 Make notes as you do your research.

4   Create a thesis statement that summarizes your main argument. Try to summarize your main point concisely, in 1-2 sentences. This will be your thesis statement.

5 Write an outline to help organize your main points. After you've created a clear thesis, briefly list the major points you will be making in your essay. Think about how you would like to organize your essay.

- Your outline might look like this:

- Introduction

- Body

- Point 1, with supporting examples
- Point 2, with supporting examples
- Point 3, with supporting examples

- Conclusion

6 Write an introduction to provide context. Once you've written your thesis and outline, write an introduction to your essay. This should consist of a brief, general overview of your topic, along with your thesis statement. This is the place to provide information that will help orient the reader and put the rest of your essay in context.

* A strong introduction should also contain a brief transitional sentence that creates a link to the first point or argument you would like to make.

7 Present your argument(s) in detail. Working from your outline, write a series of paragraphs addressing each of the major points you'd like to make. Each paragraph should contain a topic sentence, which is like a miniature thesis—it briefly explains the main point you are trying to make with your paragraph. Follow up your topic sentence with a few concrete examples to support your point.

8 Use transition sentences between paragraphs. Try to find logical ways to link each paragraph or topic to the one before or after. Use words and phrases such as "In addition," "Therefore," "Similarly," "Subsequently," or "As a result."

9 Wrap up with a concluding paragraph. To finish off your essay, write a paragraph that briefly reiterates the main point of your essay. State how your arguments support your thesis and briefly summarize your major insights or arguments. Keep your conclusion brief, it should typically be no longer than 1-2 paragraphs.

10 Correct any major problems you find. Once you've read over your essay, go through and edit it.

Source: https://www.wikihow.com/Write-an-Essay (adapted)

1) Now it is time for you to write an essay, its title should be: *The Fashion Industry and Its Impact on the Environment and Society.* What type of essay would you write? Why? Follow the steps above when writing your essay. Write 220 – 260 words.

3.1. Teacher's Guide

Starting off:

Ask your students to answer the questionnaire and then compare their answers with a partner. Give them some minutes and then round up with the whole class. Ask them if they agree with the results.

Reading:

1) The first image shows a label with the information 60% cotton, 20% sweat, 20% blood. The second image shows some examples of fast fashion stores and behind them piles of discarded clothes.

2) According to the Cambridge Dictionary, fast fashion is "clothes that are made and sold cheaply, so that people can buy new clothes often".

3) The images show the problems fast fashion causes (environmental and ethical), the title says that the industry is trying to deal with these problems.

5)
a)   How much the fashion industry is worth.

b)   How much the fashion industry contributes to global GDP (Gross Domestic Product: the total value of goods and services produced by a country in a year)

c)   How much the fashion industry workers receive per hour.

d)   How much non-renewable resources per year the industry uses.

e)   How much wastewater the industry is responsible for.

6) The three mains topics are: 1) what fast fashion is, 2) environmental and ethical issues related to fast fashion, and 3) what the fashion industry is doing to try to compensate for all the problems caused by it.

7) After students discuss in pairs, have them round up with the whole class.

Vocabulary:

1) c/d/a/b

2)
a)   booming = successful
b)   whopping = large
c)   toll = suffering or damage

Grammar:
1)

ADJECTIVES	ADVERBS	NOUNS
booming, global, sustainable, harmful	quickly, obviously	environment, consumer, conditions, inclusion, responsibility

2) Tell students to work in pairs in order to discuss the meanings of the suffixes, help them with the first one, e.g. if something is **environmental** it means it is connected to the environment (environmental issues/problems/solutions). Ask them to try to create sentences with the words.

3)   The other words are:

| ADJECTIVES	ADVERBS	NOUNS
ethical, statistical, roaring, British, human, recycling, alarming, non-renewable, international, limited, friendly, Canadian	literally, especially, really, environmentally, socially, incredibly, relatively, consistently, actually, progressively, confidently, ethically, sustainably	statement, individuality, retailers, researcher, workers, user, operations, pollution, readers, information, founder, manufacturers, organizations, behaviours, producers,

4) If your students find it hard at first, encourage them to use a dictionary. Possible answers:

Noun forming suffixes	**Examples**
-er/-or	teacher, builder, farmer, actor, investigator, decorator
-ion	celebration, opinion, decision, revision
-ity	probability, equality, abnormality, civility
-ment	movement, retirement, abandonment, establishment
-ness	awareness, kindness, darkness
-sion	depression, confusion, tension, compulsion
-ship	friendship, worship, ownership, courtship, internship
-th	strength, length, depth, warmth
Adjective forming suffixes	
-able, -ible	preventable, adaptable, predictable, credible
-al	theatrical, natural, criminal, seasonal
-ant	vigilant, defiant, brilliant, reliant
-ary	budgetary, planetary, military, honorary
-ful	grateful, beautiful, wonderful, careful
-ic	iconic, organic, heroic, poetic
-ious, -ous	gracious, cautious, humorous, fabulous
-ive	creative, expensive, expressive
-less	hopeless, careless, fearless, restless, helpless
-y	brainy, fruity, tasty, creamy
Adverb forming suffixes	
-ly	bravely, simply, honestly, gladly

NOTE: If you want to make this exercise more entertaining, turn it into a bingo.

5)   Increasing, polluters, extinction, globally, healthy, creativity, regeneration, sustainable.

Pronunciation:
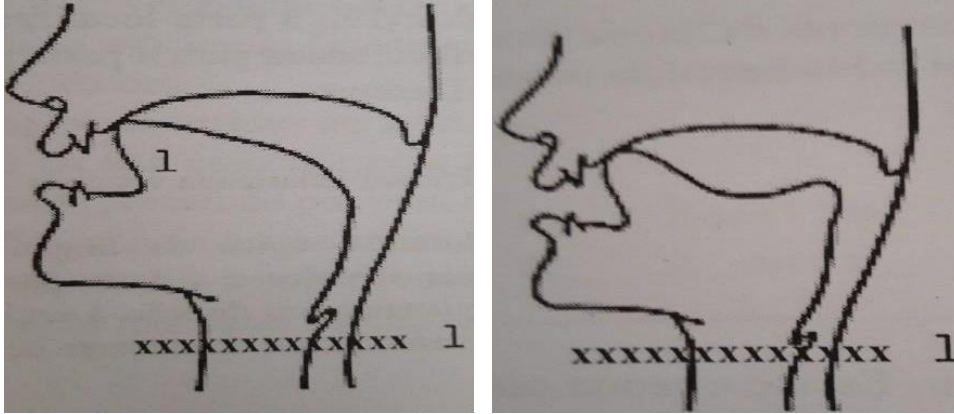
The light L	The dark L
litera**l**ly, **l**oca**l**, **l**ooking, **l**imiting,	environmenta**l**, ethica**l**, loca**l**, statistica**l**, globa**l**, ma**ll**

Listening:

1) c/d/b/a

2) a) Fashion industry is trying to do something about their environmental image; however, there are some critics who do not believe that this is enough since one of the main problems is consumers, who are buying a lot more clothes nowadays.

b) The main problem is consumers, "Millennials are buying five times as much clothing as the previous generation."

c) "Municipalities in Nova Scotia, Ontario and BC [British Columbia] are all looking at ways to limit the amount of textiles going into city dumps."

d) Environmentalists say consumers should say no to cheap trendy clothing.

3) To greenwash: to make people believe that your company is doing more to protect the environment than it really is. (Cambridge English Dictionary)

4) The companies want you to take products (shoes, clothes, sheets, etc) to their stores in order to be recycled. They also offer discounts on your next purchase if you do this.

Tapescript

Zara has just launched its first line of sustainable fashion, touting its organic cotton and recycled wool. Another fast fashion giant is also talking recycling these days. "So this is our garment collecting box and this is where we invite customers to bring in unwanted clothing or home textiles". Fast fashion giants are trying to spruce up their environmental image, but critics aren't buying it. "I am very skeptical of both the conscious collection and of the new initiative that Zara is launching out". Nick Angela says fabric is just one part of the fashion industry's environmental impact and he points out another big problem. Millennials are buying five times as much clothing as the previous generation. "And it's the fast fashion retail offering clothes at prices lower than fast food that has enabled that habitual consumption to quintuple". "We

sometimes buy things that we don't need and places like Zara or H&M they don't last that long, right?" "How many things do you think you've bought at Zara?" "Oh, I think I've lost count". Charitable organizations are eager to collect your old clothes to sell by the pound to use at textile processors. But take a look at this. The truth is a lot of people just throw their old clothing in the garbage. One study said that the average North American is tossing out 82 pounds of clothing a year. Now <u>municipalities in Nova Scotia, Ontario and BC are all looking at</u> <u>ways to limit the amount of textiles going into city dumps.</u> For its part H&M is offering cash prizes for new recycling technologies. "I think that everybody sees that there's a lot of change that needs to happen in the fashion industry". <u>Sustainable fabrics or not, environmentalists say what should be in</u> style is saying no to cheap trendy clothing. Diane Buckner, CBC News Toronto.

Writing:

As a warmer:

With books closed, ask students: *What is an essay?* (According to the Cambridge English Dictionary, an essay is a short piece of writing on a particular subject, often expressing personal views. Students generally write essays for school on a range of subjects.) *Have you ever written one for school? If so, what was it about? How long were they? What things do you find difficult about writing an essay (in Portuguese and/or in English)? What are the characteristics of an essay? What do you have to do to write an essay?*

Ask students to open their books. Go over the text on *How to write an essay* with them and explain each section and its importance when writing an essay.

Answer:

1)   Depending on how students approach the task, they can write either an *argumentative* essay or an *analytical* one.

Ask students to:

•   brainstorm words and phrases that you associate fast fashion to. If possible, use a word cloud generator online to make the brainstorming more engaging and fun,

•   do some research on the impacts that the fashion industry has on the environment and society and think about the points they can use in their essay (they should write at least 4 points – 2 for each),

•   compare their points in small groups,

•   present the groups' ideas to the rest of the class (this way all students will have many different points to discuss on their essays),

•   individually, create a thesis statement that summarizes their main argument,

•   write an outline of their essay, following the model given,

•   write their first draft,

•   give the draft to you so that you can give some quick feedback (oral or written),

•   revise their draft based on the feedback given previously and exchange it with a classmate (s/he should give some feedback),

•   write the final version of their essay paying attention to grammar, spelling punctuation,

sentence structure, and accuracy.

If possible, students should type their final essay on a ***padlet*** you created (https://padlet.com/). Ask the students to read all their classmates' essays and comment on at least 2 of them.

If this is not possible, ask students to type their essays on a word document instead and have them printed. Ask students to read all their classmates' essays and comment on at least 2 of them (this can be done orally or in written form).

4. RATIONALE

Following the concept of language as social practice, teaching a language should not focus solely on the teaching of forms, but also of its use considering its different social practices. Hence, language becomes

> not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language (SCARINO & LIDDICOAT, 2009:16).

The classroom is seen as a heterogeneous environment where learners and teachers share information and knowledge and are constantly interacting with each other. Therefore, in this classroom both learners and teachers build knowledge and focus on the different usages of a language (THURCK, 2011).

Therefore, the units proposed in this paper were developed based on the idea of learners using English as a means of communication, of doing things with it, of creating and interpreting meaning. They were thus created reflecting the Communicative Language Teaching (CLT) approach as well as Critical Literacy (CL).

According to Richards and Rodgers (2004), the origins of CLT date back to the 1960s in Great Britain where applied linguists started to distance themselves from the idea of teaching languages focusing simply on structures to one which highlighted "the functional and communicative potential of language" (p. 153). As an approach, CLT "aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills" (p. 155). Its main elements are: the communicative principle, which states that activities must involve real communication in order to promote learning; the task principle, which sets forth the idea that meaningful tasks promote learning, and the meaningfulness principle, which says that language has to be meaningful to learners. Drawing from these principles, the activities selected for a CLT lesson have to "engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (p. 161). Regarding these activities, Littlewood (apud RICHARDS and RODGERS, 2004:166), categorized them into "functional communication activities" and "social interaction activities". The former includes tasks where learners contrast images, complete a map, give instructions, etc.; while the latter includes conversation and discussion,

role plays, improvisations, and debates, for example.

The use of authentic materials in a CLT lesson has been shown to have positive effects on learners. According to different authors, authentic materials lead not only to the development of all skills (listening, speaking, reading, and writing) but also to an increase in motivation, since students feel they are learning the real language. It is worth mentioning that authentic material is any material written in a foreign language that was not created for intentional use in a language classroom. Moreover, it is not limited to articles from newspapers and magazines. Anything written in a foreign language – in our specific case English - constitutes authentic material, for instance, songs, TV programs and films, radio and podcasts, leaflets – the possibilities are endless. When selecting an authentic material to be used in the classroom, it is important to choose something that might interest the learners and reflect a situation that they may face in an English-speaking environment. Therefore, the material selected for both units consists of articles, blog posts, TV news reports, quizzes, advertisements, and videos. Materials that learners will have a high chance of encountering outside the classroom, in the real world.

As far as Critical Literacy (CL) goes, according to Janks (2013), as educators, it is imperative that we consider how education can contribute for students to be agents of change and how we can produce students who can champion equity, respect differences, and protect the environment. These questions guided me in choosing the topics as well as some features of both units. As stated by Freebody and Luke (1990 apud JANKS, 2013:235):

> To be fully literate, students need to be able to decode print and visual material; they need to be able to interact with a text, take meaning from the text and bring meaning to the text; they need to use literacy for a wide range of social purposes and to master the genres needed to accomplish these purposes; in addition, they need to be able to read critically, to question the interests at work in texts and to evaluate their likely social effects.

The material chosen to be featured in both units as well as some tasks proposed for learners require that they interact and take and bring meaning to the texts, making them fully literate.

Both units have tasks that cover the four skills, namely, reading, writing, listening, and speaking, and contain pre, while and post activities for each skill. The aim of the pre activities is to prepare learners for the tasks as well as familiarize themselves with the topic of the exercises. The while activities are meant to engage learners with the material and make them focus on specific sections/topics. The post activities provide the learners with opportunities to relate the topics to what they think or feel.

READING

Reading is a very important activity and in our daily lives we read a great quantity of language, for several reasons, and using different strategies.

In ESL or EFL contexts, reading receives a lot of focus, whether because it is some students' main goal or because texts serve numerous pedagogical purposes. In the words of Richards & Renandya (2002:273):

> Extensive exposure to linguistically comprehensible texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study the language (e.g., vocabulary, grammar, and idioms).

When dealing with reading texts, teachers should teach students strategies and skills that will make them more proficient and independent readers in L2. According to Harmer (1991), there are six skills that readers use when reading. They are: (1) predictive skills – competent readers predict what they are going to read and "the process of understanding the text is the process of seeing how the content of the text matches up to these predictions" (p. 183), the lead-in stage (or pre-reading activities) encourages such skills; (2) extracting specific information (also called scanning) – this skill is applied when we need to quickly locate specific information from a large quantity of written material; (3) getting the general picture (also called skimming) – "it entails the reader's ability to pick out main points rapidly, discarding what is not essential or relevant to that general picture" (p. 183); (4) extracting detailed information – readers have to be able to access texts for detailed information, which can be of many kinds; (5) recognizing function and discourse patterns – an important part of understanding how texts are organized, students should be made aware of these features so that they become more efficient readers, and (6) deducing meaning from context – teachers should help students develop their ability to deduce the meanings of unknown words from the context, "especially at intermediate levels and above, discovery techniques (…) are an appropriate alternative to standard presentation techniques" (p. 160).

The exercises presented in both units in the reading section aim to activate these skills and make students feel less anxious when reading in a foreign language.

VOCABULARY

Vocabulary teaching has always had an important role in foreign language teaching since to improve language proficiency learners need a substantial knowledge of vocabulary. Folse declares that "At times, not knowing a specific word can severely limit communication; however, in many cases a lexical lapse can actually stop communication completely" (2008:12).

The same author states that when most people think of words they think of single words, such as cat; however, a "word" can be not only single words but also a set phrase, a variable phrase, a phrasal verb, and an idiom. And when we think about vocabulary we must consider "multiple aspects of vocabulary knowledge that learners must master, including polysemy, connotation and usage, part of speech, frequency, and collocation" (Ibid., p. 14).

In order to know a language, it is imperative therefore that one learns not only the lexis of that language but also what they mean and how they are used. Hence, vocabulary should be taught in context. In both units, vocabulary is presented and practiced in a contextualized way, either in the reading section or in the listening one and the vocabulary exercises ask students to work on synonyms, definitions, and collocations, which may be "the single most important aspect of knowing a word for non-native learners - besides the obvious synonyms for the word" (Ibid., p. 15). The collocation exercise uses information from the COCA (Corpus of Contemporary American English) since it is useful in revealing the most common collocations for words as well as authentic samples from written texts to draw students' attention to this important aspect of learning.

GRAMMAR

Grammar is extremely important when it comes to a language, without it the latter does not exist and "since a knowledge of grammar is essential for competent users of a language it is clearly necessary for our students" (HARMER, 1991:22). But what is grammar? Grammar can be seen as the language system, that is, the set of structures of a language which exists independently of the conscious activities of people as well as the mental representation of the system, internalized by each speaker of the language. People, especially students, normally associate the word grammar to classes and books. And these ideas generally lead to negative feelings such as hate and frustration.

Differently from learning the grammar of our own language, which happens naturally, learning the grammar of a foreign language, which happens mostly in an instructional

environment, leads to many different concepts. Teaching grammar then has always been a controversial issue and it has also seen many changes – from one in which it took center stage in the L2 classroom to one in which it was absent, and finally to the recent reconsideration of its importance (NASSAJI & FOTOS, 2011).

This debate regarding grammar teaching has resulted in plenty of different methods and techniques of formulating grammar instruction, among which two stand out, namely inductive and deductive methods. According to Shaffer (1989), in the former the students' attention is focused on the structure being learned and the students need to formulate for themselves and then verbalize the underlying patterns, whereas in the latter students are provided with an explanation.

There are many advantages and disadvantages to each method. The main advantage of the inductive method is that it requires a more active participation from students since they have to analyze and make connections. However, it might be time-consuming and not suitable for students who expect a more traditional style of teaching. When it comes to the deductive method, one downside is that "When given the rule, they (students) risk only superficial understanding or, worse, may rely on simply memorizing the rule without any real comprehension" (Ibid., p. 400). On the other hand, from the point of view of the teacher it is easier to apply and it is time-saving. It also caters for learners who have an analytical learning style.

In both units, the language is presented as it happens in the real world, that is, through the use of authentic texts as well as meaningful practice, and the grammar topics derive from this authentic input and are dealt with in an inductive way, since "Cognitive research has shown that discovering rather than being told underlying patterns favorably affects retention." (Ibid., p. 401). Students are provided with enough real language examples that illustrate the points and are asked to analyze them and then formulate the rules. Students are encouraged to work in pairs or in groups after all "Class discussion is especially helpful in an inductive approach, where students, during the hypothesis formation process, could benefit from input from their teachers and peers" (Ibid., p. 400). After analyzing the rules, students move on to practice in both restrictive and authentic exercises so that they can apply what they have learned in meaningful activities.

As teachers, our work environment is extremely heterogeneous, even more so when teaching a foreign language. It is important then to try to cater for the different styles of learning, so "we should be prepared to use a variety of techniques to help our students learn and acquire grammar" (HARMER, 1991:23). That is why for the first unit, a table containing the main

differences between the two types of relative clauses was provided in the teacher's guide in case some students need the rules taught in a more explicit way.

PRONUNCIATION

Teaching pronunciation in a foreign language class is essential since one of the main goals of learners is to understand and speak that language: "When we teach English we need to be sure that our students can be understood when they speak. They need to be able to say what they want to say" (Ibid., p. 21). However, in countries where English is a foreign language, teaching its pronunciation might be problematic because learners aim something that only native speakers have: the so-called perfect pronunciation – one without an accent. What many learners are unaware of is the fact that this native pronunciation is different among native speakers once "A diferença de pronúncia é um fato em qualquer língua (...) cada falante constrói o seu próprio sotaque ao longo de sua vida." (SILVA, 2007:72). How should teachers focus on pronunciation then?

One of the first myths that need to be debunked in order for the learning of English to be successful is the one of the accentless speaker. Teachers should inform students that what can be reached is an accent that is intelligible and efficient. In order to achieve this, they can present and focus on the sounds of English with the help of the learners' L1 (in our case Portuguese). It is undeniable the influence that L1 has on the learning of any language. Hence, when L1 is used as a springboard for the sound patterns of L2, teachers are offering their learners something specific, which will focus on issues that that speaker has due to their L1. In both units, the two pronunciation sections deal with difficulties Brazilian speakers might face due to our phonological patterns, namely the final [s] in plural nouns and the third person singular and the L-vocalization. Teaching pronunciation based on the speaker's L1 will probably make their oral performance more accurate and make them produce sounds in a much more effective way. The goal should therefore be that of making their pronunciation intelligible, so that it does not present difficulties in understanding and communication is not hindered.

LISTENING

Listening is attributed as a 'receptive' skill; however, it might be one of the most challenging skills for most foreign language students, since a spoken text presents some difficulties such as its speed, the accent of speakers, and some speech phenomena (e.g. hesitation,

reformulation, redundancy, topic change) that other texts do not. According to Harmer (1991:212), "It is part of our job when training students in listening skills to help them to disregard these phenomena and to concentrate instead on the main message of what is being said".

The listening activities proposed by teachers share some similarities with the reading ones, as Harmer suggests. Therefore, in both units, it is asked of students to listen to confirm expectations, to extract specific information, to have a general understanding, and to get details. The activities are divided into pre, while, and after listening. Moreover, the listening tasks appear only after students have previously had the chance to discuss the topics of the lessons, which makes them more familiarized with the content and more likely to understand the oral texts.

The use of authentic materials in the listening section is paramount, since in real life, people speak with different accents and at different rates. Therefore, it is imperative that students be exposed to a variety of listening samples (e.g. lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews) so that they familiarize themselves with these differences and are able to understand better the natural speech uttered by both native and non-native speakers. In both units, the listening samples selected are from North American TV channels and show real people speaking at their own rate and in a non-scripted way.

SPEAKING

Speaking another language fluently is the ultimate goal to most learners, hence teaching speaking becomes a very important part of second language learning. But what does one need in order to reach this goal? According to some linguists, learners must develop communicative competence which not only includes linguistic competence but also "a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, when" (NUNAN, 1999:226).

Research has shown that we learn to speak a language by speaking it, that is, "learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate" (NUNAN, 1991: 51). In the speaking classroom, learners should be given as much opportunity as possible to practice the target language in meaningful contexts and situations and this can be done through a number of communicative tasks. In both units, therefore, speaking is not exclusive to its specific section. It actually permeates them, which gives learners the opportunity to interact with different peers, for different purposes, as well as

to negotiate meaning. However, differently from the other speaking activities, its section provides students with examples of useful language necessary to perform each specific task. Moreover, the tasks favor fluency over accuracy, since according to many writers, such as Parrish (2004), Nation & Newton (2009), and Ur (2012) (apud LAZARATON, 2014:107), fluency should be the main goal of speaking tasks. Regarding fluency, Thornbury (apud BOHLKE, 2014:125) states that the type of tasks chosen has an effect on its development and brings forth the criteria for selecting tasks which include interactivity, productivity, purposefulness, and authenticity – all of them used when preparing the speaking tasks for both units.

Another important issue when it comes to speaking is that of appropriacy, which is all about sociocultural contexts. In the first unit, for example, learners should be reminded or even explicitly taught debate etiquette by the teacher in order to make the most of the task.

Throughout the units, students are encouraged to work in pairs or small groups. Nunan (1991) mentions different researchers that advocate for the use of small groups in classes, since "learners use considerably more language, and exploit a greater range of language functions", are "capable of correcting one another successfully", and "do not produce more errors or 'learn each other's mistakes' when working together" (p. 51). Although Nunan warns that these findings were based on research classrooms, not genuine ones, as teachers we can see that when students work in pairs or in groups, they do not feel so inhibited or anxious and tend to produce more naturally.

WRITING

Differently from speaking, in which speakers have a great range of possibilities to express themselves and convey meaning (as well as words, they can change their intonation and stress, rephrase what they said, use body language, for example); in writing, writers cannot use such strategies and the need for accuracy and clarity becomes essential.

Therefore, writing might be the most difficult skill for L2 students to learn, since "the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on" (RICHARDS & RENANDYA, 2002:303).

In order to make this task less daunting, the writing section of both units are based on process writing. To Seow (2002:316), "process writing in the classroom may be construed as a programme of instruction which provides students with a series of planned learning experiences

to help them understand the nature of writing at every point".

Process writing incorporates the four basic writing steps, which are: planning, drafting, revising, and editing. Planning (or pre-writing) activities stimulate thoughts for students to start writing, they may be group brainstorming, clustering, rapid free writing, and *wh-* questions. Ideas for writing can also be obtained from other sources, such as printed materials, videos, films, interviews, talks, surveys, and questionnaires. This stage is really important since "it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing" (Ibid., p. 316). When students have enough ideas to use, they can start the second stage in the process: drafting, where they will focus on the fluency of the text. Before students move on to the next stage, teachers (or peers) should react to students' drafts and provide them with some constructive feedback which will be used in the revising stage where students will review their texts to see "how effectively they have communicated their meanings to the reader" (Ibid., p. 317). Finally, students are supposed to tidy up their texts for evaluation by the teacher. Seow presents a simple checklist that might help students during this stage and states that students are not expected to correct every single mistake; however, they should be made aware of "the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience" (Ibid., p. 319).

Since both units were designed with the CLT principles in mind, post-writing activities are proposed to students who will feel that they are writing for a very real purpose, both writing tasks have a social destination. According to Seow, these post-writing activities include "publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards" and are a "platform for recognising students' work as important and worthwhile" (Ibid., p. 319).

Besides using the process writing technique, each unit presented two different genres, namely email and essay. Some questions were also created to make students aware of each genre's specificities, which might help them develop their writing skills in a more purposeful way. Learning about genres is extremely important for students since "Quando dominamos um gênero textual, não dominamos uma forma linguística e sim uma forma de realizar linguisticamente objetivos específicos em situações sociais particulares" (MARCUSCHI, 2008:154). The genres were chosen having in mind their importance in real life, after all students will likely have to write an email and/or an essay in their lives.

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