

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

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A TEACHING MATERIAL PROPOSAL

Belo Horizonte - MG

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Trabalho de Conclusão de Curso apresentado ao Programa de Pós-Graduação em Estudos Linguísticos da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Climene Fernandes Brito Arruda

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

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Título do trabalho: A TEACHING MATERIAL PROPOSAL

Às 09:30 horas do dia 02 de agosto de 2019, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua 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 arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Profª. Marisa Mendonça Carneiro indicou a APROVAÇÃO do(a) candidato(a);

Profª. Raquel Rossini Martins Cardoso indicou a APROVAÇÃO do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) APROVADO(A).

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, 02 de agosto de 2019.

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.



Resumo

A proposta de material de ensino, presente neste trabalho, tem por objetivo prover as ferramentas necessárias aos alunos para uma comunicação bem sucedida em interações reais, por meio do uso de material autêntico, tendo como propósito principal a prática das quatro habilidades: leitura, compreensão auditiva, escrita e compreensão oral, bem como fomentar a habilidade do aluno de ativar o seu conhecimento de mundo e conectar esse conhecimento com o novo conhecimento para criar novas habilidades linguísticas na língua-alvo. O material consiste em duas unidades que são separadas e não estão conectadas em relação aos seus temas; no entanto, ambas apresentam temas significativos e modernos, que foram cuidadosamente elaborados com o objetivo de despertar a curiosidade dos alunos e relacionar os seus respectivos tópicos e seções com as realidades dos alunos.

Palavras-chave: material de ensino; material autêntico; habilidades linguísticas.

Abstract

A teaching material proposal, presented on this paper, aims to provide students with the necessary tools to communicate successfully in real-life interactions, through the use of authentic material, having as its main purpose the practice of the four skills: reading, listening, writing and speaking, as well as to foster students' ability to activate their background knowledge and connect it with the new knowledge in order to create new linguistic abilities on the target language. The material consists in two units, which are separated and are not connected with each other regarding their themes; however, both of them present meaningful and modern themes, which were carefully designed with the objective of arousing students' curiosity and relating their respective topics and sections with students' reality and day-to-day life.

Key words: teaching material; authentic material; linguistic abilities.

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Introduction

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewi

A teaching material proposal, presented on this paper, aims to provide students with the necessary tools to communicate successfully in real-life interactions, through the use of authentic material, having as its main purpose the practice of the four skills: reading, listening, writing and speaking, as well as to foster students' ability to activate their background knowledge and connect it with the new knowledge in order to create new linguistic abilities on the target language. The material consists in two units, entitled “The Forever 27 Club” and “The World of Social Media”, which are separated and are not connected with each other regarding their themes; however, both of them present meaningful and modern themes, which were carefully designed with the objective of arousing students' curiosity and relating their respective topics and sections with students' reality and day-to-day life.

With regard to the target audience, the two units were planned to be suitable and adaptable for teenagers – age from 14 to 18 – with a B1 level of proficiency from a private English institute. They consist of two text booklets, as well as their respective answer keys and teacher's guides with suggestions and recommendations in order to help teachers with their planning. This material should not be used or published without the consent and authorization from the author.

The units were organized as follows:

Opening page: the main objective of this section is to provide students with a selection of images related to the unit's theme in order to promote a discussion among them so that they can use their prior knowledge to predict the content of the unit and enhance their ability to communicate and debate. The teacher can lead this discussion by asking students to relate what they see in the images with their own reality.

First glance: this section works as a warm-up, in order to create a positive environment and arouse students' interest to the units' themes. In “Forever 27 Club”, students will read some pieces of information about the artists who died at the age of 27 and discuss about what they already know about them. In “The World of Social Media”, students will take a quiz in order to find out if they are overusing social media and the consequences of overusing them.

Listen and understand: this topic aims to provide students with authentic audio videos regarding the text genre concerning each unit. It consists on a pre-listening activity with the goal of raising students' awareness towards the genre they are about to listen. Afterwards, students will perform a series of activities (multiple choice and open questions) regarding the genre in order to promote comprehension and improve some aspects of the target language. Finally, the post-listening activities aim to consolidate their knowledge by connecting the content with their own reality.

Read and comprehend: this section provides students with a selection of authentic written texts regarding the genre and linguistic features they are studying. In “The Forever 27 Club”, students will be guided to read some biographies in order to reflect upon its characteristics as well as acquire some recurrent linguistic features of this text genre. In unit 2, students will have the opportunity to explore several infographics with the objective of raising their awareness towards this genre and promoting students' critical thinking about some aspects of their lives.

Language in context: grammar acquisition is the main goal of this section. Student will be exposed to some contextualized grammar structures in order to acquire them to their linguistic abilities. Grammar is taught in an inductive way with the purpose of reflecting upon their form, meaning and use. Students will also have the opportunity of practicing these structures in real-life contexts as way of connecting the new knowledge with their social contexts.

Write your own words: students will be guided to put what they have learned into practice regarding the genres. They will have to follow some steps in order to compose a biography and an infographic and share the results to promote discussion among their classmates and teachers.

Speaking: students are provided with several activities of speaking interactions in which they will have to expose their thoughts, share their opinions and exchange information making use of grammar, vocabulary and their background knowledge.

UNIT

1

The Forever 27 Club

Young Talents Worth Mentioning



1) You are going to read about some of the members of the “Forever 27 Club”:



Birth: September 14, 1983
 Death: July 23, 2011
 Cause of Death: alcohol poisoning
 Reason for fame: singer; songwriter

AMY WINEHOUSE

+



Birth: January 19, 1943
 Death: October 4, 1970
 Cause of Death: drug overdose
 Reason for fame: lead vocalist; songwriter

JANIS JOPLIN



Birth: December 8, 1943
 Death: July 3, 1971
 Cause of Death: heart failure
 Reason for fame: singer, lyricist, and leader of the Doors

JIM MORRISON



Birth: November 27, 1942
 Death: September 18, 1970
 Cause of Death: asphyxiation
 Reason for fame: pioneering electric guitarist, singer and songwriter

JIMI HENDRIX



Birth: February 20, 1967
 Death: April 5, 1994
 Cause of Death: suicide by gunshot
 Reason for fame: lead singer, guitarist and songwriter

KURT COBAIN

Now, discuss these questions with a partner:

- Do you know any of these artists? What do they have in common?
- What kind of music do you think they used play?
- Have you ever heard of the Forever 27 Club? If not, what do you think it means?
- Do you know any other talented artist who died at a very young age? If so, share with your partner.

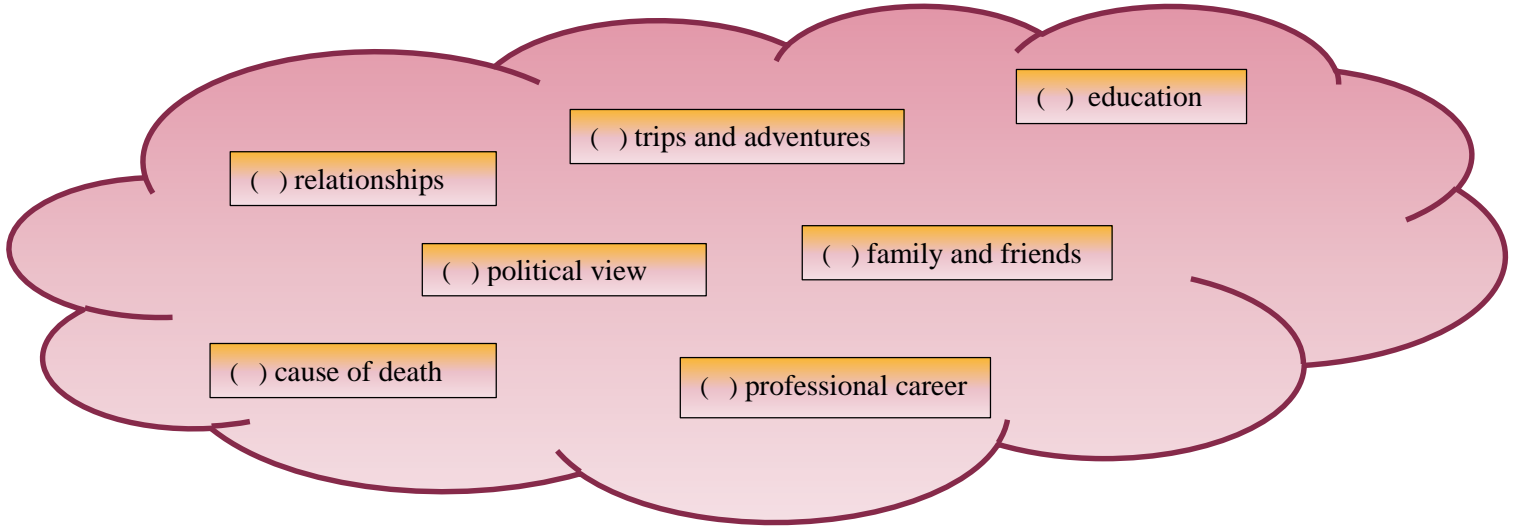
GETTING TUNED!

The 27 death phenomenon started to become prevalent during the years 1969-71. During that period the rock & roll world lost the following musicians due to death: Dickie Pride, Brian Jones, Alan "Blind Owl" Wilson, Jimi Hendrix, Janis Joplin, and Arlester "Dyke" Christian. The term "Forever 27 Club" was not coined to refer to the list of musicians who died at the age of 27 until after Kurt Cobain's death on April 5th, 1994. Since the death of Cobain, there has been a greater focus in the media surrounding the 27 death phenomenon. Also, the high-profile death of Amy Winehouse on July 23rd, 2011 once again brought renewed interest concerning the 27 club.

Source: <https://spinditty.com/artists-bands/The-dead-at-27-Club> (adapted)

LISTEN AND UNDERSTAND

- 1) You are going to hear a short biography about Kurt Cobain. What kind of information can you hear in his biography?



#Biography

Kurt Cobain - Musician | Mini Bio | BIO

2) Watch the video again and write T for true or F for false:

- a) () Kurt Cobain was part of generation X.
- b) () He was born on January 20th, 1967.
- c) () He left school and went to live with some of his friends.
- d) () He started using drugs after touring in Europe when he had a mental break down.
- e) () One of his most popular hit songs was “Smells like teens spirit”.
- f) () Kurt Cobain and Courtney Love weren’t alike, but they were really in love with each other.
- g) () Courtney got pregnant and they got married in Hawaii in February, 1992.
- h) () Cobain first attempted suicide by taking pills.
- i) () He didn’t leave any suicide notes.
- j) () Kurt Cobain left behind great music and still has a great number of fans all around the world.

GETTING TUNED!

GENERATION X

Born: 1966-1976

Coming of Age: 1988-1994

Age in 2004: 28 to 38

Current Population: 41 million

Gen X is often characterized by high levels of skepticism, “what’s in it for me” attitudes and a reputation for some of the worst music to ever gain popularity. Gen Xers are arguably the best educated generation with 29% obtaining a bachelor’s degree or higher (6% higher than the previous cohort). And, with that education and a growing maturity they are starting to form families with a higher level of caution and pragmatism than their parents demonstrated. Concerns run high over avoiding broken homes, kids growing up without a parent around and financial planning.

Source:

<http://socialmarketing.org>

3) Match the words and expressions from the video with their synonyms:

- | | |
|------------------|---------------------------------|
| a) front man; | • () a very huge wave; |
| b) skipping; | • () lead singer; |
| c) impelling; | • () continues until today; |
| d) It just fit; | • () complicated, troubled; |
| e) a tidal wave; | • () missing; |
| f) whirlwind; | • () convincing; pushing; |
| g) endures; | • () it matched; it worked out |

4) Check your answers by analyzing the excerpts transcribed from the video:

*“Kurt was the iconic **front man** of a 90’s rock band.”*

*“he started, you know, smoking weed... and just like, **skipping classes**...”*

*“In high school, punk rock became Kurt’s all consuming passion, **impelling** him to leave school and live with his string of friends.”*

*“Kris wanted to start a band. Kurt wanted to start a band. And the timing was right. **It just fit.**”*

*“It was on the radio everywhere and it just seemed to come on like **a tidal wave.**”*

*“Kurt began a **whirlwind** relationship with Courtney Love, a singer in the punk rock band Hole.”*

*“As the reluctant icon of generation X, Kurt Cobain revolutionized rock. His troubled music **endures.**”*

1) The following text is a short biography of one of the most influential singers from the 20th century. What information do you expect to find in the text?

- a) Janis Joplin’s nationality
- b) chronological life events
- c) her likes and dislikes regarding food and leisure
- d) details about her career
- e) information about her family and friends
- f) the cause of her death
- g) the importance and her legacy for the music industry

The items you checked are usually found in short biographies. Read the definition of a short biography by Literary Devices:

“A biography is simply an account or detailed description about the life of a person. It entails basic facts, such as childhood, education, career, relationships, family, and death. Biography is a literary genre that portrays the experiences of all these events occurring in the life of a person, mostly in a chronological order. Unlike a resume or profile, a biography provides a life story of a subject, highlighting different aspects of his or her life. A person who writes biographies is called as a ‘biographer.’”

Source: <https://literarydevices.net/biography/>

2) Now, read the text and answer the questions:

Janis Joplin Biography

Janis Joplin was an American singer-songwriter, also known as the ‘First Lady of Rock n Roll’. This biography of Janis Joplin provides detailed information about her childhood, life, achievements, works & timeline.

Janis Joplin was an American singer-songwriter, also known as the ‘First Lady of Rock n Roll’. She was known for her forceful, gutsy singing style as compared to her contemporaries. Whenever she used to perform on stage, she dazzled and amazed the audience with her husky voice. She was bold and quite rebellious in nature in her early years which made her a subject of ridicule during her school years. Her life revolved around music as she developed a group of friends in her teenage years who shared her interest in music. She faced conflicts with herself as an individual as she struggled to be what she wanted to be, but it was not long before she sorted it out and went on to become the first ‘Rock n Roll’ lady of the era. This roller-coaster ride came to a sudden halt with her untimely demise due to drug overdose. She quoted once, “On stage, I make love to 25,000 different people, then I go home alone”, which confirms the fact that fame sometimes leads to loneliness. Her death at the young age of 27 is still considered one of the most tragic deaths of the era. A girl of distinct character who went on to become a woman of utmost passion created history with her attitude and unique style of singing.

Source: <https://www.thefamouspeople.com/profiles/janis-lyn-joplin-1763.php>

a) Why was Janis Joplin called “The Lady of Rock n’ Roll”?

b) According to text, what was Janis Joplin like when she was young?

- She was a smart kid and very friendly.
 She was quite audacious and disobedient.
 She was lonely and thought she didn’t fit among her friends.

c) When did Janis Joplin first get involved with music?

d) What does the author mean with “This roller-coaster ride came to a sudden halt with her untimely demise due to drug overdose.”?

- Janis Joplin used to go to amusement parks in order to record her videoclips.
 Janis Joplin was a rising star but her career was interrupted due to her drug addiction.
 Janis Joplin had some difficulties to perform live in front of a big audience.

e) What do you think Janis Joplin meant when she said “On stage, I make love to 25,000 different people, then I go home alone”?

3) Use your smartphones to find more information about Janis Joplin. You can search for:

- Information about her childhood;
- Information about her family and friends;
- Information about relationships (boyfriends, husband)
- Bands she took part in;
- Her most famous songs;
- More information about her legacy;

Write the information you have found here and, based on it, prepare a 2-minute talk to present to your classmates and your teacher next class:

1) Read this excerpt from Amy Winehouse's biography and match the questions to the correct answers:

Amy Jade Winehouse Biography

Amy Winehouse was a highly talented yet troubled singer-songwriter. This biography of Amy Winehouse provides detailed information about her childhood, life, achievements, works & timeline.

Amy Winehouse was a talented singer-songwriter who won five Grammy Awards for her album 'Back to Black'. Her most famous album unfortunately became the last album released during her lifetime before her life was tragically cut short by accidental overdose of alcohol. She was born into a family of musicians and received constant encouragement for pursuing her musical endeavors. She was trained at the Sylvia Young Theatre School and appeared in an episode of 'The Fast Show' along with other schoolmates. Her family background and upbringing ensured that she was exposed to a variety of musical genres as a youngster. She loved singing so much that she would sing even during classes, much to the chagrin of her teachers. She began playing the guitar when she was 13 and soon started writing her own music. She admired the girl groups of the 1960's and even imitated their style of dressing. A big fan of Frank Sinatra, she named her debut album after him. 'Frank' became a big success and bigger success would follow with her second album 'Back to Black'. The album was nominated for six Grammy Awards and won five. The talented artist with the deep contralto voice seemed poised to reach even greater heights when she fell victim to alcoholism which claimed her life untimely.

Source: <https://www.thefamouspeople.com/profiles/amy-jade-winehouse-691.php>

- | | |
|--|--------------------------------------|
| a) Did her parents encourage her to pursue her career? | • () Alcohol poisoning |
| b) How did she die? | • () Yes, she did. |
| c) When did she start playing the guitar? | • () Yes, they did. |
| d) Did she win any awards for her music? | • () When she was a young teenager. |

2) Based on the activity above, circle the correct information to complete the rules about question formation in the simple past tense:

Simple Past Tense – Questions

- In order to ask about situations that happened in the past, we use **DO / DID / VERB TO BE** as an auxiliary verb.
- We use the **BASE FORM / -IN FORM / PAST FORM** in simple past questions.

3) Now make questions to the answers:

- a) _____ ?
Amy Winehouse died when she was 27 years old.
- b) _____ ?
Janis Joplin recorded her last album with Full Tilt Boogie Band.
- c) _____ ?
Jim Morrison moved to Paris in 1971.
- d) _____ ?
Kurt Cobain created the band Nirvana in 1988.
- e) _____ ?
Jimi Hendrix learned to play the guitar as a teenager.

STUDENT A

- a) Did you play a lot when you were a kid?
- b) What did you usually have for breakfast?
- c) Did you travel a lot?
- d) Did you have a lot of friends?
- e) When did you learn how to read and write?
- f) _____?
- g) _____?

STUDENT B

- a) Did you collect anything when you were a kid?
- b) What did you usually have for dinner?
- c) Did you go to a lot field trips with your school?
- d) How many classmates did you have?
- e) When did you learn how to ride a bike?
- f) _____?
- g) _____?

WRITE YOUR OWN WORDS

1) In pairs, you are going to choose one of the artists below in order to write their biographies. Your partner has to choose a different one from you:

FIRST STEP - Consider the information given as a start for writing your biography.



Birth: December 8, 1943
 Death: July 3, 1971
 Cause of Death: heart failure
 Reason for fame: singer, lyricist, and leader of the Doors

JIM MORRISON



Birth: November 27, 1942
 Death: September 18, 1970
 Cause of Death: asphyxiation
 Reason for fame: pioneering electric guitarist, singer and songwriter

JIMI HENDRIX

SECOND STEP - Use your smartphones to go online and search for more information about your artist. You can search for:

- His childhood and early life;
- His career;
- Major works;
- Awards and Achievements;
- Personal Life and Legacy;
- Curiosities;

Write the information you have found here IN TOPICS:

THIRD STEP - Now, based on the topics you wrote, write a biography about the artist you chose. Hand in to the teacher next class.

STEP FOUR - Prepare six questions to ask your partner about the artist he/she chose. Exchange information about what you and your classmate produced.

SOME FOOD FOR THOUGHT

27 GONE TOO SOON



CASUALTIES OF ROCK AND ROLL
A SIMON NAPIER-BELL FILM

MOVIE INFO

Documentary exploring the lives and careers of popular, talented musicians who died suddenly, at the age of twenty-seven. More recently, artists Kurt Cobain and Amy Winehouse have joined a list that includes Janis Joplin, Jimi Hendrix and Jim Morrison.

Rating: NR

Genre: Documentary

Directed By: Simon Napier-Bell

Runtime: 70 minutes

Studio: Bulldog Films

Source: https://www.rottentomatoes.com/m/27_gone_too_soon

SELF - EVALUATION

How do I feel about...	VERY CONFIDENT?	I CAN HANDLE IT?	A LITTLE INSECURE?
a) reading and understanding biographies?	()	()	()
b) the pronunciation of regular verbs in the past?	()	()	()
c) forming questions in the Simple Past?	()	()	()
d) producing a biography?	()	()	()

ANSWER KEY

- LISTEN AND UNDERSTAND

1) Relationships

Trips and Adventures

Family and Friends

Professional Career

Cause of Death

2)

a) T

b) T

c) T

e) F

f) T

g) T

h) T

i) F

j) T

3)

(E)

(A)

(G)

(F)

(B)

(C)

(D)

- TRANSCRIPTON OF THE AUDIO

A: Kurt was the iconic front man of a 90's rock band. Reserved and introverted, yet in-your-face about what he was saying, and that was the 90's persona thought.

B: You know, if you want to pick a symbol, you know, of what generation X was, that symbol is gonna be Kurt Cobain and that song is going to be "Smells Like Teen Spirit".

C: Kurt Donald Cobain was born on February 20th, 1967, in Aberdeen, Washington. To Donald, an auto mechanic, and his wife, Wendy Cobain, at age 8, Kurt's happy childhood came to an end with his parents' divorce and their subsequent remarriages.

D: He started, like, not doing very well in school... he started, you know, smoking weed... and just like, skipping classes...

C: But then, Kurt received a guitar for his 14th birthday...

D: The guitar immediately provided him with an outlet for these feelings that he wasn't able to express otherwise.

C: In high school, punk rock became Kurt's all consuming passion, impelling him to leave school and live with his string of friends. One such friend was bassist Kris Novoselic

E: Kris wanted to start a band. Kurt wanted to start a band. And the timing was right. It just fit.

C: In 1987, they started playing together and, eventually, dubbed themselves Nirvana – the indie label sub pop signed the young band. In 1989, Nirvana released its first album, Bleach. During Nirvana's first European tour, Cobain experienced a mental break down while on stage. Upon finishing the tour, Cobain returned to Washington and began using heroin. In 1991, Nirvana secured Dave Grohl as its new drummer, and signed with a major record labeled DGC. That September, the band released its

second album Nevermind, which included the hit single “Smells Like Teen Spirit”.

F: “Teen Spirit” exploded so big and so fast that it just came from all sides. It was on the radio everywhere and it just seemed to come on like a tidal wave.

C: In the meantime, Kurt began a whirlwind relationship with Courtney Love, a singer in the punk rock band Hole.

G: They were two people that had drug problems, two artists, two people with terrible childhoods and psychological issues and it was a tempestuous up-and-down relationship but he was crazy about her.

C: In December 1991, the two got engaged. After learning that Courtney was pregnant, they married in Hawaii in February of 1992. Their daughter, Frances Bean Cobain, was born in August. After Vanity Fair article claimed that Courtney was using drugs while pregnant, social services stepped in and it was seven months before the couple regained full custody of

their child. In 1994, while promoting Nirvana’s third¹⁷ album, In Utero, Cobain attempted suicide.

H: The last time he had taken like fifty or sixty of Rohypnol pills and he had like a three-page suicide note so it was pretty clear right away that this was a very different situation. Kurt was actually in a coma for 20 hours.

C: A revived Cobain returned home to Seattle, where despite his near-death experience, he continued using drugs. Concerned, his close friends held an intervention. Cobain eventually entered a rehabilitation facility but ran away after only two days. On April 8th, 1994, Cobain was found dead from a self-inflicted gunshot wound, in his Lake Washington home. A suicide note in a wallet laid near Cobain’s body.

I: He left behind amazing music; he transformed forever the idea of what rock'n'roll could be. He’s considered rightfully one of the great artists that the genre produced.

C: As the reluctant icon of generation X, Kurt Cobain revolutionized rock. His troubled music endures.

- READ AND COMPREHEND

2)

- a) Because of the way she used to perform on stage and because of the peculiarities of her voice.
- b) She was quite audacious and disobedient.
- c) When she was a teenager.
- d) Janis Joplin was a rising star but her career was interrupted due to her drug addiction.
- e) Personal answer. Students may say that even though she was a famous and successful artists, she was lonely and troubled as a person.

- LANGUAGE IN CONTEXT

- 1) (B)
- (D)
- (A)
- (C)

- 2) - In order to talk about situations that happened in the past, we use **DID** as an auxiliary verb.
- We use the **BASE FORM** in simple past questions.
- 3) a) When did Amy Winehouse die?
- b) Who did Janis Joplin record her last album?
- c) When did Jim Morrison move to Paris?
- d) Who created the band Nirvana?
- When did Kurt Cobain create the band Nirvana?
- e) When did Jimi Hendrix learn how to play the guitar?

TEACHER'S GUIDE

UNIT 1 – THE FOREVER 27 CLUB

OPENING PAGE

- 1) Read the title and ask your students to look at the pictures and read the quotes from each artist.
- 2) Tell students that on this lesson they will get to know more about some very talented and young artists who died at a very young age but who changed the way music was perceived in their own time. Tell students they will get to know about them through their biographies.
- 3) Provide opportunity for the students to share any information they already know about any of the artists.
- 4) Help students with any questions they may have about the vocabulary from the quotes.

FIRST GLANCE

- 1) Activity 1
 - a) Tell the students they are going to read some quick facts about the five singers and songwriters they already saw on the opening page. You may ask your students to check if their ideas from the previous discussion are correct.
 - b) Help students with any questions they may have on the vocabulary from the topics.
 - c) Ask students to get in pairs and discuss the questions with their classmate.
 - d) Choose two or three students to report their discussion to the whole class.

GETTING TUNED!

- Ask one of the students to read the information on the “Forever 27 Club”. Tell them they will find more information about some of the “members” of the club along the unit. Help students with any questions they may have on vocabulary.

LISTEN AND UNDERSTAND

- 1) Activity 1
 - a) Tell students they are going to know more about Kurt Cobain’s life and career.
 - b) In order to value students’ background knowledge on biographies (at this point, they may have some knowledge about this text genre from their mother tongue), ask them to check the piece of information they think they will hear in the biography. Tell them that all the items are possible to find in a biography, but only some of them can be found in Cobain’s biography.
 - c) Play the audio once and let them check the correct options. Ask students what information they found more interesting and ask them to share with the whole class.

2) Activity 2

- a) Tell students they are going to listen to the audio again and they have to decide if the sentences are true or false. Give them some time to read the sentences before they listen. At this point, you should avoid answering questions about vocabulary. If necessary, you may play the audio once more.
- b) Correct the activity with the students and answer any questions about the vocabulary.

GETTING TUNED!

- Kurt Cobain was part of generation X, which has its own characteristics. Ask one of the students to read the piece of information and ask them if they have already heard about the theory of generations. Ask them if they know what generation they are part of and their characteristics. Here's some suggestions of sources you may access to get more information on the generations theory:

<http://socialmarketing.org/archives/generations-xy-z-and-the-others/>

<https://www.youtube.com/watch?v=IfYjGxI6AJ8>

3) Activity 3

- a) Tell students that listening can be a great opportunity for them to learn new vocabulary, even though they don't know the exact meaning of the words. Tell students that the context may help them understand what the words mean and on this activity they will practice this ability.
- b) In order to value students' previous knowledge, ask them to try and match the words with their corresponding synonyms.

4) Activity 4

- a) Tell students they are going to read the exact context the words from the previous activity were used in Cobain's biography. Ask them to read the contexts and check if their answers from activity 3 were correct.
- b) Help students with any questions about the vocabulary they may have.

READ AND COMPREHEND

1) Activity 1

- a) Tell students they are going to read a short biography about Janis Joplin. In order to value students' previous knowledge on this text genre, ask them to check the piece of information they think they will find on the text. Tell them that all items are possible to find in a biography, but only some of them can be found in Joplin's biography.

- b) Ask one of the students to read the definition of a short biography provided by the website “Literary Devices” and discuss with them the difference between a biography and an autobiography. Tell them that knowing the characteristics of the genre help them better understand the text and its content.

2) Activity 2

- a) Ask them to read the text silently. At this point, you should avoid answering questions about vocabulary. Ask them to try to identify the characteristics of a biography previously discussed and underline them in Joplin’s biography.
- b) Tell students they are going to do some reading activities about Joplin’s biography and give them some time to do it. Correct the activities right away.
- c) Help students with any questions about the vocabulary they may have.

3) Activity 3

- a) In order to enhance students’ knowledge on biographies and to promote their responsibility on their own learning, ask them to use their smartphones to search for more information about Janis Joplin’s life and career. (Some students may not have smartphones. In this case, you should ask them to do this research previously at home).
- b) Ask them to write all the information they have found and to prepare a 2-minute talk so they can present it to their teacher and classmates on the next class.
- c) Guide your students on this activity telling them they should be direct and concise. Tell them they are free to choose the information they want to talk about and ask them to find attractive pieces of information so they can catch their classmates’ attention.

LANGUAGE IN USE

1) Activity 1

- a) Tell students they are going to read and excerpt of Amy Winehouse’s biography and they have to match the questions with the correct answers according to the text. Help them with any questions they may have about the vocabulary.
- b) Correct the activity.

2) Activity 2

- a) Tell students they are going to learn how to make questions to ask about the past. Ask them to look carefully to the questions in the previous activity and complete the rule about questions in the simple past. Explain to them that DID is the auxiliary verb to ask questions about situations that happened in the past and that the main verb is used in its base form. Review that we only use the past form of the verbs when we have an affirmative sentence.
- b) Check if they have completed the rule correctly and answer any questions they may have on this content.

3) Activity 3

- a) Tell students they are going to practice making questions about the past. In this activity, they will have to create the appropriate question to each answer. Guide them so they can be aware that now is the time for them to apply the rule previously studied.
- b) Correct the activity and answer any questions they may have about it.

4) Activity 4

- a) Tell students to get in pairs and to prepare two extra questions about the past to be asked to their classmates. Give them some time to do this activity in pairs. Encourage your students to make extra questions whenever is possible and to keep the conversation going.
- b) Let them be free to talk and avoid correcting mistakes at this point. You may have some notes on any mistakes they may commit and have a brief discussion afterwards.

WRITE YOUR OWN WORDS

1) Activity 1

- a) This is a writing activity that should be assigned as homework. Tell students to get in pairs and to pick one of the artists to each one. This activity is divided in four steps and I will give some suggestions on how you should proceed with each one of them.

FIRST STEP – Tell your student that they should consider the information given on the quick facts in order to have a start for their writing.

SECOND STEP - Tell your students to search on the internet for more information about the artists. They may stick to the suggestions given in the book but tell them they are free to decide which information they are going to use. Remind your students to be careful about what website they are getting information from. Tell them they need to be careful and aware to get information from a trustful website where they can find real information, not fake ones.

Guide them to write all the information in topics in the space given in the book. This is an important step to enhance their writing and to avoid plagiarism.

THIRD STEP - They should write the artist's biography considering all the characteristics previously studied along the unit. Remind them to build their biography chronologically. Students should hand in their writings for you the next class. You should correct it, letting them be aware of their mistakes and what they could improve and give their writings back the class afterwards.

FOURTH STEP - Tell them they should create six questions about the biography they wrote to be asked to their classmates in the next class. Tell them they should be creative and apply the rules on questions about the past studied in the Language in Use section.

SOME FOOD FOR THOUGHT

- Some students may have gotten interested in getting to know more about the “members” of the Forever 27 Club. Tell them that there is a documentary by Simon Napier Bell which contains even more information about the artists and there are other artists who died at 27. If there's availability on the schedule, you could have a movie session and discuss the documentary with them.

SELF-EVALUATION

- Guide your students to assess their own learning of each topic they learned on this unit. This may help you evaluate your own teaching procedures and what to recap along the classes.

UNIT

2

The world of social media

Are you connected all the time?



FIRST GLANCE

1) How often do you use social media? Take the quiz and find out:

Questions and Answers

1. How much time do you spend on social media sites/apps daily?

- A. 1-2 hours
- B. 2-3 hours
- C. 3-4 hours
- D. 4+ hours

2. How many times do you log on to the same social media site a day?

- A. One or two times
- B. Two or three times
- C. Three times or more
- D. I don't know, I lose count

3. How many different social media sites do you have accounts for?

- A. Just one
- B. Two or three
- C. Three or four
- D. More than four

4. How many celebrity or specialty accounts do you follow or check on a daily basis?

- A. One or two
- B. Two to three

C. Three or more

D. SO MANY. Like so many. I'm obsessed with a solid 10 people on Instagram.

5. Do you find yourself comparing your life to others based on their social media posts?

- A. Not really, I know these things always appear more glamorous than they actually are!
- B. Sometimes, but I try not to obsess over it!
- C. Yeah, I definitely get down on myself sometimes because everyone else looks like they're having a better time than I am.
- D. ALWAYS. I try hard to make my posts look appealing to get a lot of likes and make myself feel better.

6. Do you make time to unplug from your social media, or develop strategies to take a break from it every once in a while?

- A. I spend most of my time off social media, so I don't find this necessary!
- B. Yeah, I definitely have a few times when I stay off social media and strategies to help!
- C. I try to put my phone away when I'm hanging with friends or family to keep myself from scrolling mindlessly
- D. Why would I do that?

Source: <https://www.proprofs.com/quiz-school/story.php?title=mtuynTUzoa5bnl>

See your results on last page!

2) Discuss these questions with a classmate:

- a) How do you think social media influence our lives?
- b) What is your favorite social media? Why?
- c) What devices do you use to log on to social media? Smartphones? Personal Computer? Tablets?
- d) What is the best course of action for people who find themselves addicted to social media?
- e) How different your life would be if there were no Facebook, Instagram, Twitter or Snapchat?

LISTEN AND UNDERSTAND

- 1) a) What are the most frequent impacts of social media overuse on teenagers' lives? Discuss with a partner and rank from 1 to 5, 1 being the most frequent. Use the blanks to write the numbers:

_____ () increased feelings of anxiety

_____ () less self-esteem related to poor body image and loneliness

_____ () cyber bullying

_____ () increased feelings of depression

_____ () insomnia and difficulties to fall asleep

- 2) Listen to some teenagers talking about their relation with social media and the impacts they have on their social lives. Which impacts from the previous activity have they mentioned? Check the parentheses:



Social Media, Social Life: Teens Reveal Their Experiences

3) Watch the video again and answer the questions:

a) How often do the teens use their phones to get connected on social media?

b) Do they all agree that the overuse of social media can affect their social life negatively? If not, what are some differences of opinion?

c) Check the bad aspects of using a lot of social media that they have mentioned:

- | | |
|--|---|
| <input type="checkbox"/> feelings of depression; | <input type="checkbox"/> getting distracted when doing something |
| <input type="checkbox"/> feelings of loneliness; | that requires lots of attention; |
| <input type="checkbox"/> facing cyber bullying; | <input type="checkbox"/> getting bad grades on tests because of the |
| <input type="checkbox"/> missing real life interactions with people; | lack of studies. |

d) Write two good aspects of social media mentioned by the teenagers:

e) Teenagers are spending more and more time on social media each day. Check the sentence that gives the reasons why this phenomenon is happening:

- "I think it's a mixture of everything that's on social media that makes it so cool. There's like the snap shows, there's Snapchat streaks..."
- "It's just something that's like a habit to do when I get on my phone..."
- "It's something new, it's always exciting, it keeps your attention and that constant turnover of adding new things definitely contributes to the amount of time people spend on it."

4) In small groups, discuss these questions with your classmates:

- a) Do you face any of these aspects in your social life due to the amount of time you use social media?
- b) Do you agree that teens' relationship with social media is confusing, complicated and contradictory? Why? Why not?
- c) Have you ever suffered cyber bullying or do you know anyone who has? What happened?
- d) What are the ways to deal with cyber bullying? How could we prevent it from happening?
- e) In your opinion, what are the good aspects of social media? Do you agree with the teenagers from the video? If not, what is your opinion?
- f) Do you agree that social media is here to stay? What do you think is the future of social media?

READ AND COMPREHEND

1) Have you ever heard of infographics? Check the characteristics you think that apply to this text genre:

- Descriptive titles and subtitles;
- Informative statistics and data;
- Paragraphs with beginning, development and conclusion;
- Colorful images;
- Eye-catching graphics;
- Clear, organized and sequential information
- Quantities and units of measurement.

Now, read the definition of an infographic provided by the website venngage.com:

An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.

Source: <https://venngage.com/blog/what-is-an-infographic/>

2) Look at some infographics and match them with their corresponding piece of information :

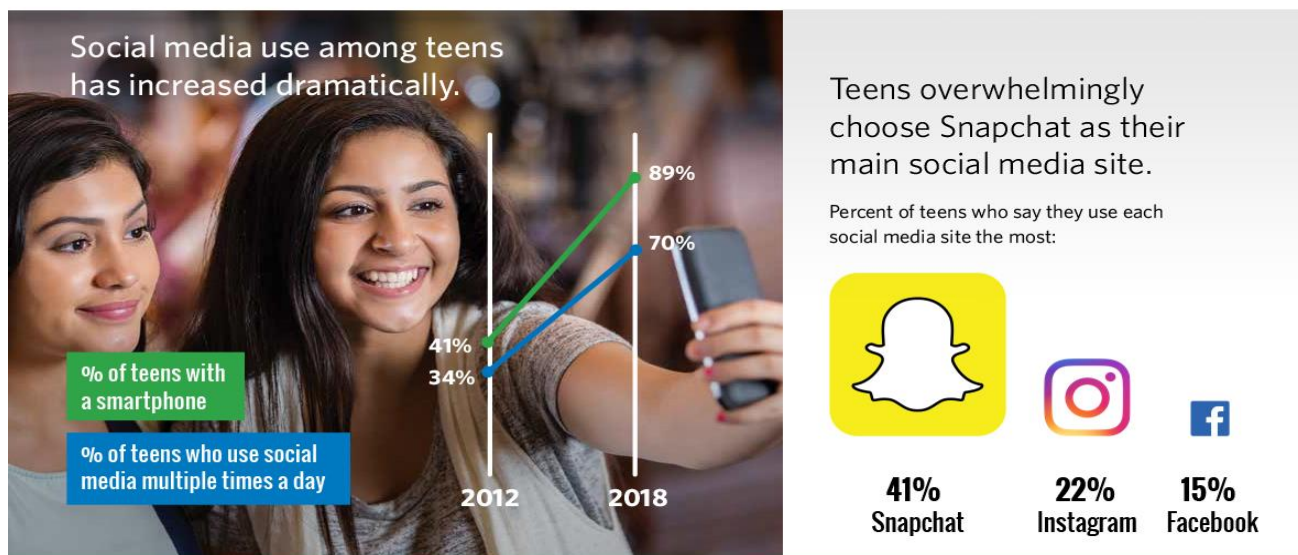
INFOGRAPHIC 1

2018



Social Media, Social Life: Teens Reveal Their Experiences

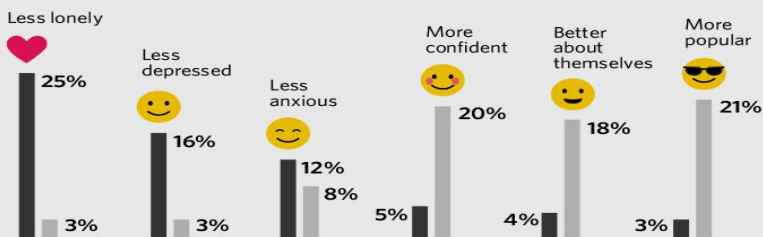
Among 13- to 17-year-olds in the United States.



Teens are much more likely to say social media has a positive rather than a negative effect on how they feel.

Social media users who say using social media makes them feel "more" or "less":

■ LESS ■ MORE



Teens think they're being manipulated.

72%

Of teens believe that tech companies manipulate users to spend more time on their devices.



INFOGRAPHIC 3

They're being distracted from other important things and their friends.



57%

of all teens agree that using social media often distracts them when they should be doing homework.



54%

of teen social media users agree that it often distracts them when they should be paying attention to the people they're with, compared to 44% in 2012.



29%

of teen smartphone owners say they've been woken up by their phones during the night by a call, text, or notification.



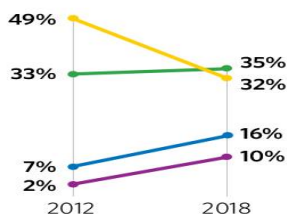
42%

of teens agree that social media has taken away from time they could spend with friends in person, compared to 34% in 2012.

Teens don't value face-to-face communication with friends as much as they used to.

Teens favorite way of communicating, 2012 vs. 2018

- IN PERSON
- TEXTING
- SOCIAL MEDIA
- VIDEO-CHATTING



What happens online stays online.

When asked to pick which comes closer to the truth, teens say:

54%

If parents knew what actually happens on social media, they'd be a lot more worried about it.

46%

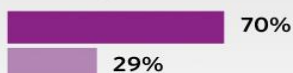
Parents worry too much about teens' use of social media.

INFOGRAPHIC 4

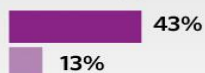
Teens with low social-emotional well-being experience more of the negative effects of social media than kids with high social-emotional well-being.

Percent of social media users who say they:

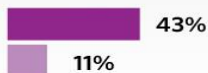
Sometimes feel left out or excluded when using social media



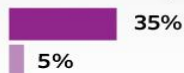
Have deleted social media posts because they got too few "likes"



Feel bad about themselves if no one comments on or likes their posts

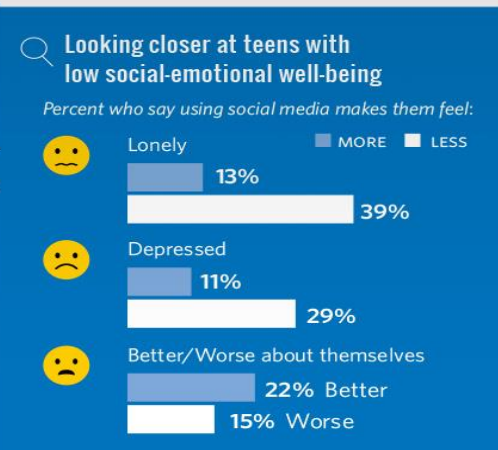


Have ever been cyberbullied



■ LOW SOCIAL-EMOTIONAL WELL-BEING
■ HIGH SOCIAL-EMOTIONAL WELL-BEING

See Methodology section for definitions of the high, medium, and low SEWB groups.



METHODOLOGY: This report is based on a nationally representative survey of 1,141 13- to 17-year-olds in the United States. The survey was administered online by the research group GfK using their KnowledgePanel® from March 22, 2018, through April 10, 2018. Participants were recruited using address-based sampling methods. The margin of error for the full sample at a 95 percent confidence level is +/-3.4 percent. The overall design effect for the survey is 1.4048.

a) Infographic 1

b) Infographic 2

c) Infographic 3

d) Infographic 4

- () Most of the teens believe that social media are helpful, although they confess they can get distracted with it when performing activities that require a lot of attention.
- () There are more teenagers who say that have deleted their social media because they didn't have the amount of "likes" they had expected than teenagers who confessed being cyber bullied.
- () Most of the teenagers agree that whatever happens online should be kept as secret among themselves, and they'd rather communicate now through texting than in person.
- () They prefer using Snapchat rather than Facebook or Instagram.

3) In pairs, decide whether the sentences are true (T) or false (F) according to the infographics:

- () The number of social media use has increased more than 50% between 2012 and 2018.
- () There are more teenagers who feel more confident than the ones who feel less lonely because of using social media.
- () The moment teens get more distracted by notifications and messages is when they are hanging out with their friends.
- () Teens prefer to communicate by social media rather than video chatting.
- () The low-social well-being doesn't have any influence when it comes to negative effects of social media.
- () Teens with high-social well-being tend to not feel left out or excluded when they are using social media.

4) In pairs, discuss the questions with a partner:

- a) Did any of the information from the infographics surprise you? Which one/ones? Why?
- b) Do you agree that teenagers tend to believe that social media has more positive influences rather than negative influences?
- c) When do you get distracted by messages or notifications?
- d) What do you think about the sentence: "whatever happens online, stays online"?
- e) Do you think you are being manipulated by companies to spend more and more time on social media?
- f) Which social media do you use the most: Snapchat, Instagram or Facebook? Why?

1) Look the sentences below:

- a) “More teens addicted to social media **would rather** text **than** talk.”
- b) “More teens addicted to social media **prefer** texting **rather than** talking”.
- a) “Teens **would rather** text and use social media **to** reading.”
- b) “Teens **prefer** texting and using social media **rather than** reading.”

2) Now complete the rule:

WOULD RATHER / RATHER THAN

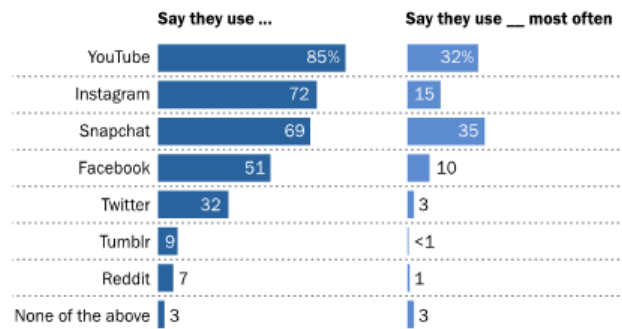
- When we want to say that we prefer something over another thing, we usually use _____
- _____ replace “prefer” to ask about preferences. When using “prefer”, the _____ form of the verbs must be used.

3) Look at the infographic and create sentences according to its information. Follow the example:

YouTube, Instagram and Snapchat are the most popular online platforms among teens

YouTube, Instagram and Snapchat are the most popular online platforms among teens

% of U.S. teens who ...



Source: https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/pi_2018-05-31_teenstech_0-

E.g.: American prefer to use Tumblr rather than Reddit.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

STUDENT A

- a) Would you rather use Twitter or Instagram? Why?
- b) Would you rather be connected all day long or go on a trip your friends?
- c) Do you prefer sharing posts rather than just liking them? Why
- d) Would you rather text or call your friends?
- e) Do you prefer using social media on your smartphone rather than on your computer?

STUDENT B

- a) Would you rather use Facebook or Snapchat? Why?
- b) Would you rather be connected all day long or hang out with your friends?
- c) Do you prefer commenting on posts rather than just liking them?
- d) Would you rather text or talk to your friends on a video call conference?
- e) Do you prefer using social media on your tablet rather than on your smartphone?

WRITE YOUR OWN WORDS

1) Now it's time for you and your classmates to create an infographic about your class:

STEP 1 – Discuss with your classmates and your teacher what kind of information you are going to display on the infographic. Here are some suggestions:

- The most used social media;
- The amount of time you spend on social media;
- Whether using social media a lot is positive or not;
- When social media usually get you distracted.

STEP 2 - Take notes about all the information you get.

STEP 3 – Access <https://venngage.com/> to create your infographic. You will need to create a login. Ask your teacher to help you with that.

STEP 4 – Share your infographic with your friends on social media. Compare the information you got from your infographic with your friends. Expose your infographic at your school and present it to the other students.

SELF EVALUATION

How do I feel about...	VERY CONFIDENT!	I CAN HANDLE IT!	A LITTLE INSECURE!
a) understading infographics?	()	()	()
b) using “would rather” to ask about preferences?	()	()	()
c) using “rather than” to talk about preferences?	()	()	()
d) producing an infographic?	()	()	()

QUIZ RESULTS

Mostly A: You got: Social media? What's that?

Sure, you have a social media profile or two, but you prefer to focus on other things and live in the moment rather than scroll through Instagram or Facebook (or whatever else there may be out there, because you sure don't know). Way to go!

Mostly B: You got: Social Media Pro

You definitely enjoy spending time on social media sites and documenting your good times on Instagram or Snapchat, but you have a healthy balance of spending time online and offline!

Mostly C: You got: Social Media OBSESSED

You spend a heavy amount of time on several social media sites, and you're not often found without your phone in your hand. You might want to think about putting the phone down and experiencing the world around you rather than the one in your palm!

Mostly D: You got: Slave to Social Media

THIS IS AN INTERVENTION. PUT THE PHONE DOWN. Seriously. You spend way too much time on social media, and you're putting your mental health at risk! See the 'tips' page to get some ideas on how to cleanse yourself of social media and create some healthier habits.

ANSWER KEY

- LISTEN AND UNDERSTAND

- 1) b) increased feelings of anxiety;
cyber bullying;
increased feelings of depression;
- 2) a) They use social media all the time, from waking up to going back home from school, even when they are doing their homework or having their meals.
b) Some of them believe that using social media is positive because it allows them to have someone to talk to and they don't feel lonely.
c) feelings of depression;
feelings of loneliness;
facing cyber bullying;
missing real life interactions with people;
getting distracted when doing something that requires lots of attention.
d) It gives them stuff they cherish, they can be connected with their friends all the time, people can contact them to know if they are okay, they can use social media to display their art work to the world, they can have conversations with like-minded people and talk about what they are passionate about.
e) "It's something new, it's always exciting, it keeps your attention and that constant turnover of adding new things definitely contributes to the amount of time people spend on it."

- TRANSCRIPTION OF THE AUDIO

A: I check my phone a lot...

B: ... more than I can count.

A: I check it usually when I wake up in the morning...

C: ... before school...

D: ... on the bus ride to school...

B: ... during school...

A: ... a couple of times each class...

E: ... at lunch...

F: ... probably check it at break...

G: ... after school...

B: ... walking home...

H: ... while I am doing homework...

I: I'm constantly checking my phone until I go to bed...

A: I have definitely been emotionally affected by social media, maybe even depressed, hum, but it's hard to say which causes what sometimes...

D: Sometimes when I'm sad I like to communicate with my friends on social media and that really makes me feel less lonely...

E: I never really feel depressed or anything like that, just because there's always somebody to talk to and always somebody that's there for you. That's kind of a good thing about social media...

B: On social media, you can talk to people but, like, you can't really get your emotion across. I sometimes

wish that it wasn't a thing so I could just hang out with my friends and play basketball or do other things like that.

J: After getting my phone, in-person interactions, it's been replaced by texting and calls and FaceTime.

I: Yeah, when I do my homework, my phone is normally next to me and I definitely do check it and sometimes I get sidetracked.

D: If my parents saw some of the things that I saw on social media, I think they would be very shocked...

F: I've heard racist and sexist comments, in comment sections...

J: There's a lot of bullying obviously that goes on online which is horrible...

K: They will comment something rude with language that is offensive and people make it very personal and hurtful. They just want to invalidate you and your feelings.

C: I don't really wish for the days when I didn't have my phone because, it just, it gives me so much like stuff that I cherish...

J: The thing I love most about social media is to stay connected with my friends...

F: Over spring break I broke my phone and I didn't have it for a week and everyone thought I was dead. It was just so impossible to contact me.

A: I like to make art work and write, and so sometimes I'll use that as a platform to display my art...

K: I think I really enjoy social media when I am discussing issues with like-minded people or talking about things I'm very passionate about...

I: I think it's a mixture of everything that's on social media that makes it so cool. There's like the snap shows, there's Snapchat streaks...

B: It's just something that's like a habit to do when I get on my phone...

A: It's something new, It's always exciting, it keeps your attention and that constant turnover of adding new things definitely contributes to the amount of time people spend on it.

- READ AND COMPREHEND

- 1) Descriptive titles and subtitles;
Informative statistics and data;
Colorful images;
Eye-catching graphics;
Clear, organized and sequential information
Quantities and units of measurement.

- LANGUAGE IN CONTEXT

- 2) When we want to say that we prefer something over another thing, we usually use RATHER THAN. WOULD RATHER can replace "prefer" to ask about preferences. When using "prefer", the -ING form of the verbs must be used.
- 3) a) Americans prefer to use Twitter rather than Tumblr.
b) Americans prefer to use Facebook rather than Twitter.
c) Americans prefer to use Snapchat rather than Facebook.
d) Americans prefer to use Instagram rather than Snapchat.
e) Americans prefer to use Youtube rather than Instagram.

TEACHER'S GUIDE

UNIT 2 – THE WORLD OF SOCIAL MEDIA

OPENING PAGE

- Tell your students that on this unit they will discuss about social media and the impact they have on their social lives.
- Ask your students to look at the pictures and discuss about what they represent. Guide your students to reflect upon how social media is part of their day-to-day lives and they influence how they face the world.
- Let students be free to share their opinion at this point.

FIRST GLANCE

1) Activity 1

- a) Ask your students how often do they spend on social media and if they think they overuse them.
- b) Tell them that they are going to take a quiz to check if they are spending too much time on social media.
- c) Give some time for the students to take the quiz and answer any questions they may have on the vocabulary. Guide them to be as honest as possible.
- d) Tell them the results are on page _____. After they finish answering, go to page _____ and tell them to see their results. Ask your students if the results matched with their reality and ask them to compare their results with their classmates'.

2) Activity 2

- a) Ask your students to get in pairs and discuss the questions with their classmates.
- b) Let them talk freely and don't make any corrections until they finish discussing.
- c) Help them with any questions they may have on vocabulary.

LISTEN AND UNDERSTAND

1) Activity 1

- a) Tell your students that overusing social media can lead to a series of social and emotional problems. Ask them if they have already faced any problems due to the overuse of social media.
- b) Tell your students that on this activity there is a list of problems people usually have due to social media and that they should rank them from the most frequent (1) to the least frequent (2) with a partner. They should write the numbers on the parentheses.
- c) Let them talk to their partner freely.
- d) Choose three or four students to reply their discussion to the whole class and have a brief discussion with them about this matter.

2) Activity 2

- a) Tell your students they are going to watch a video that shows teens talking about their relationship with social media and how they affect their social lives.
- b) Ask your students to watch the video carefully and, after that, students should check the items from the previous activity that were mentioned on the video.

3) Activity 3

- a) Tell your students they are going to watch the video again so that they can answer some questions about it.
- b) Give them some time to read the questions previously.
- c) Play the video once more and give them some time to answer the questions.
- d) If necessary, play the video again and give them some time to write their answer.
- e) Correct the activity right away. Answer any questions they may have on the vocabulary from the video and from the questions.

4) Activity 4

- a) Tell your students that they are going to discuss some questions about the video and they should separate themselves in small groups.
- b) Ask them to discuss the questions and encourage them to ask extra questions to keep the conversation going.
- c) Let them talk freely and make any corrections after they finish talking. You can go around the class to listen to their discussion and make some notes about eventual mistakes and discuss with them afterwards.
- d) Choose three or four students to report what they have discussed to the whole class and have a brief discussion with them about this matter.

READ AND COMPREHEND

1) Activity 1

- a) Tell your students that now they are going to talk about infographics. Ask them if they have already heard this type of text genre and let them share what they already know. (At this point, they may have already had contact with infographics in their mother tongue, so let them come up with ideas of what an infographic is freely)
- b) Ask them to check the characteristics from the list given that may apply to an infographic. Ask them to share their ideas to the whole class and correct the activity.
- c) Choose one of the students to read the definition of an infographic given by the website venngage.com. Help them with any questions they may have on vocabulary.

2) Activity 2

- a) Tell your students that they are going to read some infographics on how social media affect teenagers' social lives. Give them some time to read the infographics. At this point, avoid answering questions on vocabulary. Guide your students to look carefully at the infographic and not only read the words but also the images.
- b) Tell your students they have to match each infographic with their corresponding themes. Give them some time to do this and correct right away.

3) Activity 3

- a) Tell your students they are going to decide if some sentences are true or false according to the infographics. Ask them to read the infographics again and give them some time to do the activity. Correct the activity as soon as they finish.

4) Activity 4

- a) Ask your students to get in pairs and to discuss the questions with each other. Give them some time to do this activity. Avoid correcting them as they are performing the activity. Let them talk freely and make some notes on any mistakes they may have. After they finish the activity, discuss with them about some mistakes.

LANGUAGE IN CONTEXT

1) Activity 1

- a) Tell your students they are going to learn how to talk about preferences and how to ask about preferences in English.
- b) Tell them to read the sentences carefully and guide them to reflect that sentences A and B have the same meaning, although they are written with different words.

2) Activity 2

- a) After they reflected upon the sentences, ask students to complete the rule on the use of "WOULD RATHER" and "RATHER THAN". Help them with any questions they may have about it.

3) Activity 3

- a) Tell your students they are going to practice the use of "WOULD RATHER" and "RATHER THAN" by looking at the infographic and writing sentences about it. They should follow the example given.
- b) Help them perform the activity by answering questions they may have about it. Correct the activity as soon as they finish it.

4) Activity 4

- a) Ask your students to get in pairs and discuss the questions. Encourage your students to ask extra questions to keep the conversation going.

WRITE YOUR OWN WORDS

1) Activity 1

- a) Tell your students that now it is time for them to create their own infographic about their experiences with social media and how they influence their lives.
- b) This activity is divided by steps. Here are some suggestions on how you should proceed:

STEP 1 – Guide your students to discuss about what pieces of information they want to present on their infographic. There are already some suggestions on the book but let students be free to come up with their own ideas.

STEP 2 – After they decide what information they want to work with, ask them to collect data from the whole class and take some notes about it. This will make it easier for them to create their infographic on the infographic maker.

STEP 3 - The infographic maker that I suggested can be found on venngage.com. To make it easier, search on Google for “venngage infographic maker” and click on the website to be directed to infographic creator.

- First you will need to create an account in order to create the infographic;
- Then you choose the template you want to use;
- After that, you choose the pieces of information you want to be presented on the infographic. You can add data, texts, images, etc.
- Finally, your infographic is ready to be presented.

STEP 4 - Tell your students to share their infographic with their friends on social media. Tell them this is a great opportunity for them to compare their information with other people. Tell them to expose the infographic on their school and present their results to other students and teachers.

SELF EVALUATION

- Guide your students to assess their own learning of each topic they learned on this unit. This may help you evaluate your own teaching procedures and what to recap along the classes.

Rationale

The two units presented on this project as a proposal for a teaching material were designed under the light of Communicative Language Teaching (CLT) and Critical Thinking (CT) and are meant to be appealing for young teenagers as they discuss themes which are regarded to be in their own interests and are aligned to their social contexts.

The first unit, entitled “The Forever 27 Club”, is a tentative to attract and arouse students’ curiosity towards the unusual fact that some relevant artists from the world of music have died at the age of 27 in intriguing similar circumstances. By doing so, students will be guided to not only explore the artists’ lives and expand their background knowledge on history and music, but also to learn, assimilate and produce all the essential features related to the text genre “biography”, being provided by several authentic language data in order to get acquainted to it. The second unit, by the name of “The World of Social Media”, has the purpose of engaging students to reflect upon how social media influence their social lives and the emotional and mental problems they may cause if they are overused. Students will be able to explore a large number of data related to teenagers’ preferences on social media, the amount of time they spend logged in and the consequences of it, and whether they bring positive or negative contributions to some aspects of their lives. The guiding thread that enables this discussion is the “infographic” which students will not only become acquainted to this text genre but also produce one according to their experiences with social media.

According to Mattos and Valério (2010), the common thread between Critical Literacy and Communicative Approach is the role of the learner, which once was considered as a “passive element in the learning process”, but has changed to a more flexible role which “allows learners to take initiative, to exercise intuition and creativity, and to feel more confident to engage in communicative activities in the classroom.” For this reason, the activities designed for these two units aim to give teachers the necessary tools to mediate the language teaching and the language learning along the learning process taking into consideration “the mental frameworks each individual brings to the classroom [which] is a pedagogical necessity that enables the learning process”, thus creating a suitable student-centered environment valuing students’ experiences and background knowledge.

In addition, all the activities were built under the perspective of language authenticity, when it comes to choosing language data in order to promote efficient input for the students. Nunan (1999) affirms that authentic texts are “samples of spoken and written language that have not been specifically written for the purposes of teaching language”. Consequently, all the texts, written and oral, are authentic and were carefully chosen in order to raise students’ awareness of their peculiarities and to contribute to their linguistic and grammatical learning, as well as to correlate with their own reality and their everyday life.

Therefore, all the content designed for this material has its roots on the language authenticity criterion, on activities that engage students to perform different tasks and roles, to participate on debates and discussions, to exchange and share opinions with the goal of improvement of their reading, writing, listening and speaking skills, as well as raising awareness of grammar and vocabulary topics through an inductive approach and practices of inferences.

Listening

In both units, I designed the listening activities with two main purposes: activate students' background knowledge so that they could infer what they were about to listen; and raise students' comprehension and awareness of what they just listened. According to Brown (2003), listening is a receptive skill, which basically means that it is impossible to assess it by considering some product that originated from the listening performance itself. Brown (2003) says that "you observe only the result of the meaningful input in the form of spoken or written output (...)". The listening activities from both units aim to engage students in producing written and/or spoken output so that the teacher could have means of assessment of students' comprehension competences.

In the first unit, the pre-listening activity contains some pieces of information usually found in a biography. With a brief discussion conducted by the teacher, students can activate their previous knowledge of the main characteristics of this text genre and also predict what kind of information they are about to hear. As they are listening, students should activate, as Ma (2010) states, some listening strategies such as "selective listening, listening for different purposes, predicting, progressive structuring, inferencing and personalizing", in order to judge if the sentences are true or false. Ma (2010) also affirms that "listening strategies are expected to develop learners' awareness of the processes underlying their own learning so that, eventually, they will be able to take greater and greater responsibility for that learning" as a way to foster students' autonomy in the learning process. In order to enhance students' comprehension of the listening input and develop their linguist skills, the post-listening activity suggests students to infer the meaning of some expressions in a context-based performance, beginning with the activation of their comprehension of the audio to their self-assessment by checking the excerpts where the expressions were actually used.

In unit 2, the pre-listening activity asks students to rank the most frequent impacts of social media overuse, in a way to predict the content of what they are about to listen and also to activate their prior knowledge about the information given on the following video. As teachers should not only face the classroom as an opportunity to boost their students' critical thinking, but also take into consideration that their role as mediators in the learning process is

to engage students to reflect upon relevant aspects of the modern society, this activity may be a valid opportunity in order to raise students' awareness of the risks of overusing social media. The chosen video for this listening activity consists in a series of interviews with teenagers who share their experiences on how social media influence their social lives. While they are listening, they should perform multiple choice and open question which are both aligned with the theme of the unit and the genre that is being discussed (infographic). Once again, students will have to activate their listening strategies in order to perform the activity. The post-listening activity brings to discussion some topics that have already been presented on the video. As Nunan (1995) states

there is evidence to suggest that listening, that is, making sense of what we hear, is a constructive process in which the learner is an active participant. In order to comprehend, listeners need to reconstruct the original intention of the speaker by making use of both bottom-up and top-down processing strategies, and by drawing on what they already know to make use of new knowledge.

With that in mind, by performing the post-listening activity, students can rely on their own experiences in order to make sense and integrate their new knowledge with their reality and everyday life.

Reading and Writing

As suggested by this subtitle, the reading and writing activities are intertwined in both units and aim to raise genre awareness, as well as to enhance students' capacity of recognizing writing patterns and inferring information. The two genres chosen to be the main thread of the units were the biography and the infographic. As Mattos and Valério (2010) suggest "the adoption of the notion of genre as a parameter allows for bottom up text processing, comprising the study of grammatical, phonological, and lexical patterns in relation to register – a necessary condition for the development of linguistic competence". Therefore, each text was chosen carefully as a way to provide students with several examples and various contents to enrich their linguistic competence and create the proper ground to work with grammar inductively. The inductive approach constitutes of a more contemporary way of teaching where the new aspects and structures of the grammar rule are introduced to the students in a real language context, providing students with the necessary tools to communicate in the target language. The students assimilate the use of the structure through practice of the language in context, and later realize the rules from the practical examples. (GONER, PHILLIPS, and WALTERS, 1995)

As Brown (2003) affirms “each type of genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently.” The pre-reading activities intend to foster students’ ability of predicting these rules and conventions of each genre chosen to be the guiding thread of each unit. While reading, students must connect their prior knowledge with the goal of performing a set of inference and comprehension activities, as well as receive a considerable amount of input related to the target structure that will be presented in the grammar section. The post-reading activities have the goal of creating a recognizable environment where students will be able to drag all the contents previously seen in the texts and connect them with their own reality.

When it comes to writing, the social purpose of the text was the main concern. As Hyland (2007) states, there are some parameters that should be observed in order to suggest a writing activity. They are:

- Writing is a social activity;
- Learning to write is needs-oriented;
- Learning to write requires explicit outcomes and expectations;
- Learning to write is a social activity;
- Learning to write involves learning to use language.

Students were provided with a selection of authentic material and have already been in contact with different aspects of the target language that surround the main characteristics of the appointed text genres. It was suggested the use of online platforms in order to direct students on their research, in the case of the biography, and ways of building the specific elements of the genre, in the case of the infographic. In unit 2, students will have to contextualize their own reality and experiences with social media and reflect upon how they influence their lives in order to create an infographic that shows the data concerning the amount of time they spend on social media, which their favorite is and whether there are positive and negative aspects when they are overused. Finally, students will have to share the final results and present it to other students and teachers, meaning to compare and exchange information.

Speaking

In both units, speaking is associated with almost every task students will perform in order to raise language awareness of the appointed text genres, as well as connect all linguistic features and the target language with their own history and experiences. As teachers, we should encourage our students to produce as much as they can in L2, despite of all barriers

they may face that can prevent them of doing so. Mattos and Valério (2010) affirm that “by means of reflection, learners are led to seek within themselves the way they relate to the content they are to learn and to the learning process as a whole.” The speaking activities from both units aim to guide students on this reflection of their own learning process, as well as to enhance students’ ability to communicate in the target language more properly.

Breen and Candlin (1980, apud RICHARDS AND ROGERS, 2002) states that

the role of the learner as negotiator – between the self, the learning process and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the ground undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

With that in mind, the speaking activities were designed in order to develop the students’ ability of being a negotiator, sharing and comparing ideas, as well as exchange information on the main topics provided by the language data.

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IMAGES

Unit 1 – The Forever 27 Club

Amy Winehouse Quote: <https://www.azquotes.com/quote/812178>

Janis Joplin Quote: <https://www.azquotes.com/quote/563144>

Jim Morrison Quote: <https://www.azquotes.com/quote/401616>

Jimi Hendrix: <https://www.azquotes.com/quote/129854>

Kurt Cobain Quote: <https://www.azquotes.com/vangogh-image-quotes/84/48/Quotation-Kurt-Cobain-Just-because-it-s-all-you-want-doesn-t-mean-84-48-74.jpg>

Kurt Cobain: <http://confeitariamag.com/wp-content/uploads/2015/06/kurt-cobain1.jpg>

Jimi Hendrix: <https://upload.wikimedia.org/wikipedia/commons/f/f1/Jimi-Hendrix-1967-Helsinki.jpg>

Jim Morrison: https://upload.wikimedia.org/wikipedia/commons/7/7f/Jim_Morrison_1969.JPG

Amy Winehouse: https://upload.wikimedia.org/wikipedia/commons/6/60/Amy_Winehouse_-_Virgin_Festival%2C_Pimlico%2C_Baltimore%2C_Maryland-4August2007_%28cropped%29.jpg

Janis Joplin: https://upload.wikimedia.org/wikipedia/commons/9/92/Janis_Joplin_1970.JPG

27 Gone too soon: https://m.media-amazon.com/images/M/MV5BZDRiNmJmNDItOWVhMy00OTZiLWFmMDQtYzNmMDUwOTQ3NTBIXkEyXkFqcGdeQXVyMTQ0MzMwNQ@@._V1_.jpg

Unit 2 – The World of Social Media

Social apps: https://wordstream-files-prod.s3.amazonaws.com/s3fs-public/styles/simple_image/public/images/social-media-and-marketing.jpg?0AYLNT0a6NqX5aPwWe..2p26dkvChsbl&itok=S-spZXGp

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The World of Social Media: <https://getsocial4630.files.wordpress.com/2015/02/142533837.jpg>

The World of Social Media II: <http://jworldtimes.com/jwt2015/wp-content/uploads/2015/01/How-Social-Media-Changed-the-World.jpg>

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