UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Curso de Especialização em Ensino de Inglês – CEI

Unidade Didática para o Ensino de Inglês

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Learning English in a more critical way

Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em ensino de Língua Inglesa.

Jaqueline Silva Miranda

Belo Horizonte, 02/02/2016

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Introduction

This is the final academic work for *Curso de Especialização em Inglês (CEI). Learning English in a more critical way* was produced with the aim of creating daily situations in order to make students communicate through dynamic and authentic materials and also have the opportunity to be part of different patterns of interaction in order to promote a more authentic learning, using the four skills: listening, reading, speaking and writing.

It presents two units, with different themes and for different kinds of students. Each unit has a teacher's guide, with the answer key for some activities – except for the personal questions- , as well as instructions, explanations and suggestions for the teachers to adapt in their classes. *Learning English in a more critical way* was designed to be used in language institutes, with Elementary and Upper-Intermediate students. Both units are addressed to young adults. The first unit *"Technology: what has changed?"* is appropriate for Upper-Intermediate students and the second one *"Consumerism: a general habit?"* is more suitable for Elementary ones.

Both units provide communicative activities connected with the students' reality. The students are given the opportunity to interact, exchange ideas, check their answers and learn the language with the whole group. The students are encouraged to think critically and apply their learning in their real lives whenever it is possible. The units *"Technology: what has changed?"* and *"Consumerism: a general habit?* contain a *Let's get started!* section, a reading section, a listening section, a speaking section, an *Eyes on language*! section and a writing section. The vocabulary is inserted in the reading and listening sections in order to be connected to the previous discussions.

In the first unit, students have a very interesting topic to work with: technology, which has a variety of interactive activities with reflective pictures and comics, interesting texts and a great video which can raise students' curiosity and also give them opportunity to share their knowledge with each other. The main goal of the first unit is to show students that technology is not necessary to make people happy and we can still find those who do not use it in their daily lives. Students are expected to discuss the importance of technology in society's lives, being more critical and also engaged in a situation in which they can try to communicate in the target language and negotiate meaning when the conversation breaks down. The grammar part (active and passive voices) can be a challenge for students and the vocabulary can be a little bit difficult for this level, however, both activities can be an opportunity to make students more autonomous and search for some extra information if necessary. In the writing section, students have a sample of the genre *e-mail*. The task asks them to

write a similar one based on the information they have. Its objective is to present the genre and help students to use it in some other formal situations.

The main objective of the second unit is to increase students' interest concerning consumerism habits and help them to reflect on how consumerist they are and how they can change their shopping habits. Students start the activities answering a quiz on it, which can call their attention to the topic given. It also provides pictures, a video of the film "Pretty Woman", which brings them to their reality and an informative article. The four skills were built up focusing on interaction among students so they can exchange information of their experiences. The grammar part (Imperative form) is simple and easy for students to learn and it is a great topic to practice when talking about their daily situations. In this unit, students work with vocabulary in two situations: in one, they emphasize the words they do not know and try to understand these new words through the context. It can make students more autonomous and research for the ones they do not know. In the other situation, students match the words given with their definitions. As they do the listening activity first, it can be easier for them. In the speaking activity, students are expected to negotiate problems, using the target language and in the writing section, students have a sample of an article and they are asked to write this genre using arguments about the topic given.

Besides the units, there is also a CD with a digital version of the entire final work as well as the video selections that are used in it. This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author. Finally, I hope this project can contribute to teachers in their teaching practice and help to create a great and enjoyable interaction in the classroom.
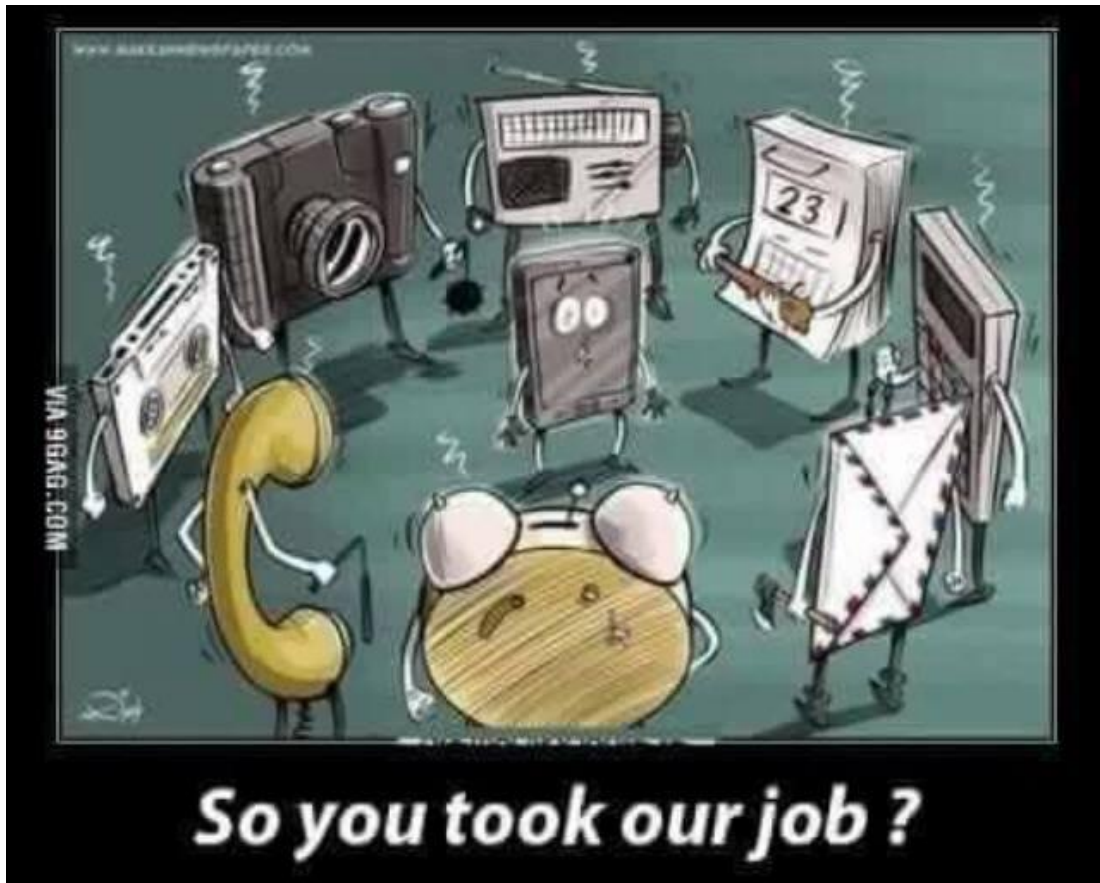
Technology: what has changed?

UNIT 1 – Technology: what has changed?

Let's get started!

1-   Make a list of ten objects you think will disappear soon.

2-   Look at the pictures and in pairs or small groups discuss the questions below:

Available at: www.9gang.com

a) How often do you use technology?

b) Do you use any of the objects above? Which ones?

c) Do you see any of these objects frequently? Which ones?

d) Are the objects from your list any of the items? Which ones?

e) What is the main idea of this charge?

3-   As a class, have a small conference and share your findings.

Let's listen:

1- Go to https://www.youtube.com/watch?v=FQI-_0awvZo , watch the video and answer the following questions:

a)   What is the main idea of the video?

b)   According to the video, what are the three objects that will disappear soon?

2-   Watch the video again. Write <u>T</u> for true and <u>F</u> for false:

a) (   ) Thousand of Blockbuster stores used to rent CDs and VCRs.

b) (   ) Technology is changing practices.

c) (   ) Schools do not let students have free sources of data.

d) (   ) Automatic cars are better for economy than the manual ones.

e) (   ) Incandescent bulb lights are legal in the USA.

3- Discuss the following questions with the whole class:

a)   Can you think of other objects that have been replaced by the new technology?

b)   How do you think it's going to be our future with the new technology generation?

Let's read:

1-   Read the title and discuss what you think the text is about.

2-   Now, read the article below and check if your predictions were correct.

A Steady Percentage of Americans Still Do Not Go Online, Study Says

BY DINO GRANDONI - JULY 28, 2015 5:28 PM July 28, 2015 5:28 pm

For the first 13 years of the decade, Americans embraced the Internet at a whirlwind pace. The percentage of Americans who use the Internet grew to 84 percent in 2013 from 52 percent at the turn of the century, according to data from the Pew Research Center. But since 2013, the percentage of American adults who go online has remained virtually unchanged, according to a new Pew study. The 15 percent of Americans who still do not use the Internet is essentially the same portion as in 2013.

"A lot of the easy adopters have already been converted," said Aaron Smith, associate director at the Pew Research Center. Those Americans who remain offline, Pew found, do so for a number of reasons: the cost of buying a computer and paying a broadband or cell phone bill, the perceived relevance of Internet content or even the physical ability to use devices. The elderly, for example, face the dual barriers of making less money and having difficulty reading computer text, typing on keyboards and manipulating touch screens. As a result, age predicts more than anything else whether someone uses the Internet. Thirty-nine percent of Americans 65 and older are still not online, according to Pew.

But those Americans who are not connected to the Internet are also disproportionately black or Hispanic, in part because these groups tend to have lower income and education levels. Some Hispanics may also face the additional barrier of English-language proficiency.

The cost of getting on the Internet was cited by 19 percent of those who did not use it. The people in that situation are caught in a sort of Catch-22. They cannot afford to get access to the Internet, yet access to services like job listings that would help them earn enough to afford Internet access are available largely online. "Access to technology really mirrors the current wealth gap we see in our country," said Nicol Turner-Lee, chief researcher at the Multicultural Media, Telecom and Internet Council.

Pew's Internet adoption rate of 84 percent also includes a number of low-income Americans who are able to go online only with difficulty. They may not have Internet at home, instead getting it at a library or at work. The federal government often tries to spur Internet service providers and cellular carriers to increase broadband coverage, sometimes compelling them to do so when they seek approval for acquisitions and mergers. Just last week, when the Federal Communications Commission approved a merger between AT&T and DirecTV, the agency required the company to extend access to high-speed broadband Internet to 12.5 million new customer locations, including schools and libraries.

Still, the Internet holdouts persist. "There hasn't been a real effort to address the affordability barrier at the federal level," said Michael Scurato, policy director of the National Hispanic Media Coalition. But he and others are optimistic about a new plan by the F.C.C. to expand its Lifeline program, which subsidizes phone service for low-income Americans, to help pay for broadband Internet access as well. "I think we do a service by reminding people that this thing we think is ubiquitous isn't actually ubiquitous," said Mr. Smith, the Pew researcher.

Adapted from: http://bits.blogs.nytimes.com/2015/07/28/a-steady-percentage-of-americans-still-do-not-go-online-study-says/?ref=technology

3- In pairs, match the words with their meaning:

a) Whirlwind   (   ) If you do something on the spur of the moment, you do it suddenly, without planning it.

b) Broadband   (   ) seeming to be everywhere:

c) Affordability (   ) the state of being cheap enough for people to be able to buy.

d) Income   (   ) a tall, spinning column of air that moves across the surface of the land or sea

e)Spur   (   ) a type of internet connection that allows large amounts of information to
be sent or received very quickly

f) Ubiquitous   (   ) the money that you regularly get, for example from your job

Source: < http://dictionary.cambridge.org/pt/ >

 4- Now read the text carefully. Then, answer the questions below:

I.   What is one of the reasons some American still go offline?

a)   It can be expensive;

b)   Some Americans really do not like;

c)   Some Americans do not have time for this;

d)   They do not know where to buy computers.

II.   Why do most Hispanic and black people have difficulties to have access to Internet
connections?

a)   They do not speak English;
b)   They are too busy to spend time with this;
c)   They do not have enough money;
d)   They live in a place that Internet does not work.

III.   According to the text, where can people frequently have free access to Internet?

a)   At hospitals;
b)   At museums;
c)   At cafés;
d)   At schools

IV.   What does Mr. Smith want to emphasize saying the following state: "I think we do a service by reminding people that this thing we think is ubiquitous isn't actually ubiquitous"?

a)   He thinks internet is everywhere, but it isn't;

b)   Not everybody wants to have internet connection;

c)   It is difficult to predict how long we can have access to internet connection;

d)   People are worried about not having internet connection.

5- Look at the statements below. Talk to your partner. Do you believe or not?

a)   It is common to see people not going online in the USA

b)   It is common to see people not going online in Brazil.

c)   People can easily live offline nowadays.

d)   I know many people who live offline.

e)   People are happier with technology.

f)   People are happier without technology.

Eyes on language!

1- Read the sentences below taken from the article "**A Steady Percentage of Americans Still Do Not Go Online, Study Says**:

I.   Americans ***embraced*** the Internet at a whirlwind pace.

II.   The cost of getting on the Internet ***was cited*** by 19 percent of those who did not use it.

Think about what you have just read and choose the correct alternative to complete the sentences below:

a) Sentence I focuses on: (A) how the action is made. (B) who makes it.

b) Sentence II focuses on: (A) how the action is made. (B) who makes it.

2- Look at sentence II again:

a)   The verb which is first underlined is the verb _____.

b)   The second verb, which is cite, is used in _____ form.

c)   This means when we use sentences in the Passive Voice we use: the verb _____ + the main verb in the _____ form.

3- List four examples of Passive Voice from the article above:

a)_____

b)_____

c)_____

d)_____

4- Look at the pairs of sentences below and identify who/what the focus is in each sentence. If the focus is on who has done the action, write (I), if the focus is on how the action is made, write (II). Follow the example below:

E.g.: The elderly **face** the dual barriers. (I)

   The dual barriers **are faced** by the elderly. (II)

a)   The people in that situation **are caught** in a sort of Catch-22.   _____

        Somebody **catches** the people in that situation.   _____

b)   Americans **embraced** the Internet at a whirlwind pace.   _____

        The Internet **was embraced** by Americans.   _____

c)   A lot of the easy adopters **have already been converted.**   _____

        Somebody **has already converted** a lot of easy adopters.   _____

d)   Someone **uses** the Internet.   _____

        The Internet **is used** by someone.   _____

e)   The Federal Communications Commission **approved** a merger.   _____

        A merger was approved by the Federal Communications Commission.   _____

Active / Passive **voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action.**

In passive voice, the "*verb to be*" keeps the same verb tense from the original sentence.

5- Read the two texts below about *computer invention* and complete with the correct form of the verb. Use exercise 2 to help you:

When was the first computer invented?

There is no easy answer to this question due to the many different classifications of computers. The first mechanical computer, [1]_____ (create) by Charles Babbage in 1822, [2]_____ (not resemble) what most would consider a computer today. Therefore, this document [3]_____ (to create) with a listing of each of the computer firsts, starting with the Difference Engine and leading up to the computers we [4]_____ (to use) today.

  Note: Early inventions which [5]_____ (to help) lead up to the computer, such as the abacus, calculator, and tablet machines, [6]_____ (to not account) for in this document.

The word "computer" was first used

The word "computer" [7] _____ first _____ (to record) as being used in 1613 and originally [8]_____ (to use) to describe a human who [9]_____ (to perform) calculations or computations. The definition of a computer [10]_____ (to remain) the same until the end of the 19th century, when the industrial revolution [11]_____ (to give) rise to machines whose primary purpose was calculating.
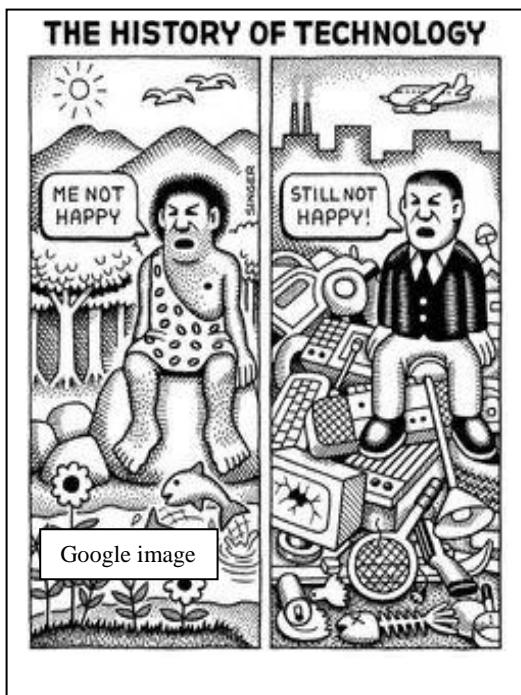
Adapted from: http://www.computerhope.com/issues/ch000984.htm

Speaking:

Useful Expressions

Let's talk about it!

1-   What do you think of the comic below?

THE HISTORY OF TECHNOLOGY

ME NOT HAPPY

STILL NOT HAPPY!

Google image

This picture reminds me of...

Judging from the picture, the man…

The man appears to be…

From what we can see, he must…

The first picture… whereas the other picture…

Another important difference is …

2-   Student A is the man in the first picture and student B is the man in the second one. Try to figure out what reasons your classmate is unhappy. Use the *useful expressions* to help you.

Writing

Prepare to write

1- At the reading activity, it was presented the term "Technology".

Imagine that you want to build a career in one of the most important technology companies in the world. Apple has just posted an ad on their website looking for "an apple genius" which completely fits your personal professional profile. Look at the example below and write a similar e-mail applying for this position. Make sure you use the following information:

1. You mention the position you are applying for.

2. Where you have found the ad.

3. Why you deserve this kind of position

4. Your previous experience in the area.

It is important to use the person's name if you know it.

Begin your e-mail, identifying and/ or describing the situation you are writing about.

State the aim of your e-mail in a clear way.

Link the ideas between the paragraphs.

Say what you want the result of your e-mail to be in the final paragraph.

If you have started the e-mail with the person's name, in the end, use a word like this.

Send
Account ▾

To... joan.smith@company.com
Cc...
Bcc...
Subject: Thank You – Assistant Account Executive Interview

Dear Ms. Smith,

It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency.

The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,

Jane Jones
_____

Jane Jones
janejones@gmail.com
(555) 555-5555
LinkedIn: linkedin.com/in/janejones

Google image.

2- Great news! You got the job. Tell your classmates how you feel.

Unit 1: Technology: what has changed?

Teacher's Guide

Aim of the lesson: In this unit students talk about technology and think critically about technology habits and changes.

Vocabulary: working with new words from the article in order to help students to understand the text better: affordability, broadband, income, spur, ubiquitous, whirlwind.

Grammar: Active and passive voices.

Skills:

- **Reading:** "A Steady Percentage of Americans Still Do Not Go Online", by Dino Grandoni.

- **Listening: Video:** "3 things that will disappear soon", by Kiplinger.

- **Speaking:** Agreeing and disagreeing. Giving opinion.

- **Writing:** Writing an e-mail applying for a job in a famous company.

Let's get started!

1- In pairs, ask SS to make a list of ten objects they think will disappear soon.

2- Then, SS look at the picture and discuss the questions in pairs or small groups. The picture can make students reflect critically about technology issues.

3- Ask students to share their findings with the whole class.

Listening: "3 things that will disappear soon"

Pre-listening

1- a) Speaking: In pairs, SS discuss the main idea about the video. Encourage them to link the warm up to this question. T can go further.

b) In pairs, SS discuss the three objects the video shows will disappear soon.

While watching the video

2- While they watch it, ask SS to answer the T or F questions. T should read the whole questions before to check understanding.

Answer Key:

a) (T) Thousand of Blockbuster stores used to rent CDs and VCRs.
b) (T) Technology is changing practices.
c) (F) Schools do not let students have free sources of data.
d) (T) Automatic cars are better for economy than the manual ones.
e) (F) Incandescent bulb lights are legal in the USA.

Post-listening

3- a) SS discuss their ideas with the whole class. This kind of exercise is great to make students think about their reality.

b) Encourage SS to speak and give their opinion. This part makes them reflect about their future.

Reading:
Pre-Reading

1- In pairs, SS read the title and predict what they think the text is about. They read it for gist. This reading is in a level which can be a bit above your SS English level. This is challenging and will stimulate them. Do not help with vocabulary at this stage.

2- Individually, ask SS to skim the text and check if their predictions were correct or not.

While reading

3- In pairs, ask students to try to guess the meaning of the following words into the context first. Then, ask them to match the words with their meanings. SS can check in pairs or another alternative is to check with the whole group. If necessary, ask SS to make some sentences to practice the new words.
Answer Key:

a) Whirlwind (*e*) *If you do something on the spur of the moment, you do it suddenly, without planning it.*

b) Broadband (*f*) *seeming to be everywhere:*

c) Affordability (*c*) *the state of being cheap enough for people to be able to buy.*

d) Income (*a*) *a tall, spinning column of air that moves across the surface of the land or sea*

e)Spur (b) *a type of internet connection that allows large amounts of information to be sent or received very quickly*

f) Ubiquitous (*d*) *the money that you regularly get, for example from your job*

4- Ask SS to read it again individually. This time, SS should focus on the details. Ask them to answer the following questions. Then, check it with the whole group.

I.   *What is one of the reasons some American still go offline? (a)*

II.   *Why do most Hispanic and black people have difficulties to have access to Internet connections? (c)*

III.   *According to the text, where can people frequently have free access to Internet? (d)*

IV.   *What does Mr. Smith want to emphasize saying the following state: "I think we do a service by reminding people that this thing we think is ubiquitous isn't actually ubiquitous"? (a)*

Post-reading

5- SS talk together and reflect about how much of technology people have been using. Personalizing: They can give their personal examples to share with the whole group. Emphasize that there's no right or wrong answers.

Eye on language!

In this section, SS will compare some sentences and they should try to infer the grammar part inductively. The T should try to help SS to construct the knowledge they need.

1-a) and b) SS should analyze the two sentences given and answer the questions alone. SS are expected to observe that in sentence number I, the focus is on *letter B* (who makes it) and in sentence number II, the focus is on *letter A* (how the action is made). It is not necessary that SS give explanations why they have come up with those answers, but T should listen if they want to specify it.

2- In the following exercises, SS should observe the sentences and complete the tasks proposed. The intention is to make them understand the structure the voice passive has. SS should answer:

a) The verb which is first underlined is the verb *to be*.

b) The second verb, which is cite, is used in *past participle* form.

c) This means when we use sentences in the Passive Voice we use: the verb *to be* + the main verb in the *past participle* form.

3- SS should discuss in pairs and identify the examples the article brings. This will help SS to be familiar with the topic presented. Then, T checks with the whole group.

4- T should call SS attention for the sentences provided. This kind of exercise will give SS lots of different examples to analyze and help them to identify who/what the focus is in each sentence. This will also help students to observe the structure of the passive.

Answer Key:

a)   *The people in that situation **are caught** in a sort of Catch-22.* _____   *II*

      *Somebody **catches** the people in that situation.* _____   *I*

b)   *Americans **embraced** the Internet at a whirlwind pace.* _____   *I*

      *The Internet **was embraced** by Americans.* _____   *II*

c)   *A lot of the easy adopters **have already been converted.*** _____   *II*

      *Somebody **has already converted** a lot of easy adopters.* _____   *I*

d)   *Someone **uses** the Internet.* _____   *I*

      *The Internet **is used** by someone.* _____   *II*

e)   *The Federal Communications Commission **approved** a merger.* _____   *I*

      *A merger **was approved** by the Federal Communications Commission.* _____   *I*

Here, the T should help SS to guess the rule correctly. The intention is to make SS reflect on what purposes we use the passive voice: *PASSIVE voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action.*

5- T should give SS some time to try to complete the texts with the correct answer. Here, SS are expected to use the whole previous knowledge to do this task. They should ask themselves who has done the action, if the person who did the action is important to know or not, if the focus is in the subject or in the object. Conduct some delayed correction after this activity focusing on the structure.

Answer Key:

1-	created	6-	do not account
2-	wasn't resembled	7-	was/ recorded
3-	was created	8-	used
4-	use	9-	had performed
5-	have helped	10-	remains

Speaking:

Let's talk about it!

1-   Ask SS to discuss the following question in pairs. Remind them to use the *useful expressions* to help in the discussion. While SS are discussing, the T should write down some mistakes to work with them later on. Let them talk without being interrupted. This will allow SS to keep their fluency. The T can also open the discussion for the whole group after the pair conversation just to get to know SS opinions about the following topic.

2- Divide the class in pairs or trios. In this task, student A represents the first man and student B represents the second. This is a task-based activity in which SS will use the useful language to keep a fluent conversation. This will allow SS to use their imagination and focus on technology vocabulary.

Writing:

Prepare to write

1- T can show the following model for SS and can ask some questions like: *a) What is it? / b) What are the characteristics of an e-mail?/ c) Is the language used formal or informal?/ d) Why is the person writing the e-mail?/ e) How does the person start and finish the e-mail?.* These extra questions will help SS to pay attention to the characteristics of the genre e-mail. After this, the T can focus on the content of the e-mail and ask SS to make notes about the sentences given, answering them according to what they want to write about. Later on, the T asks SS to write, but SS need enough time for it. If there is no time allowed, T can ask SS to do at home.

2- After writing the e-mail, tell SS after some days, they received an e-mail telling them, they've got the job. Ask them to discuss how they were feeling about it.

Consumerism: a general habit?
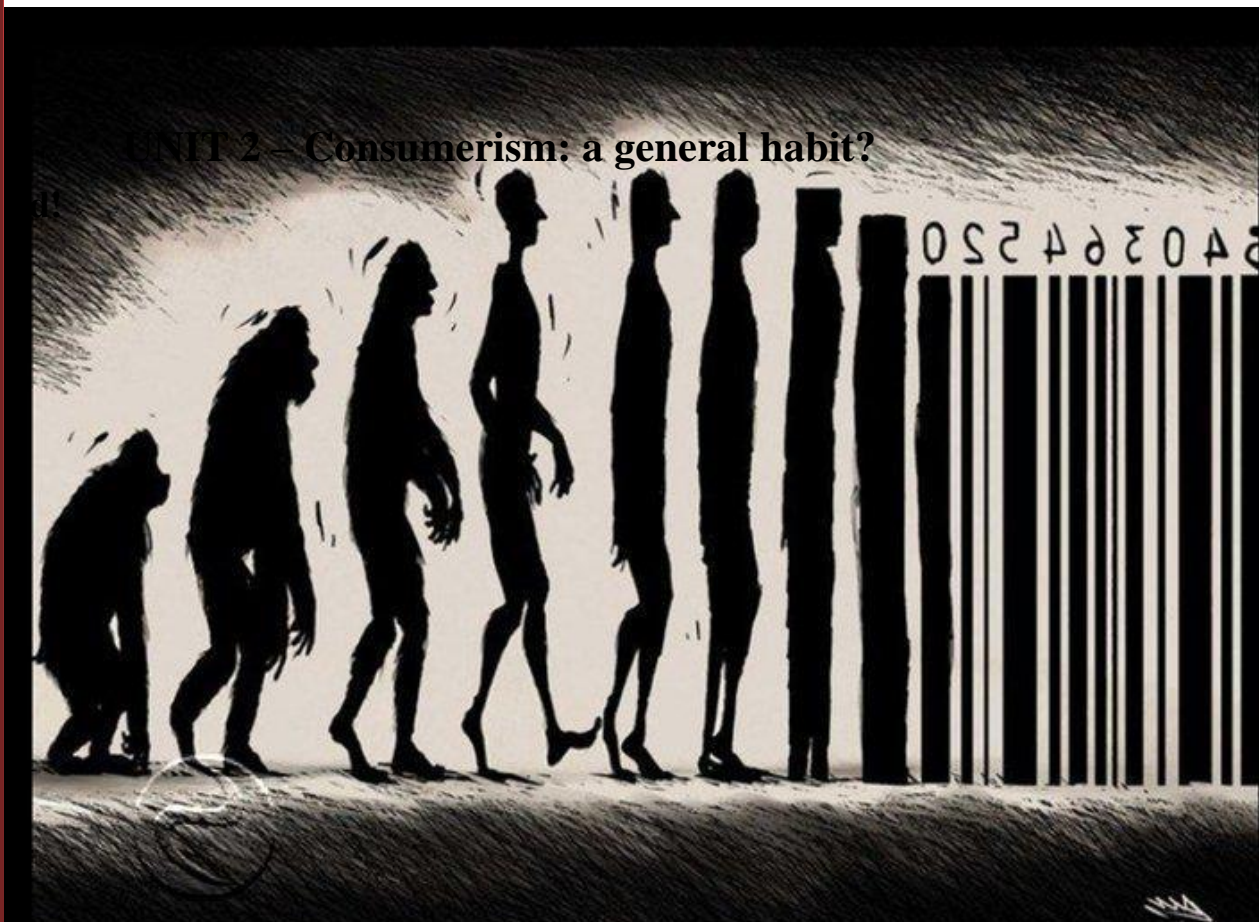
How consumerist are you?

1-   Test your partner through the quiz below and find out how consumerist he or she is.

1 What do you think before buying things?

a) "I don't need it, so I won't buy it."

b) "I really need it".

c) "I don't need it, but maybe this will make a great gift".

2 What do you do before traveling?

a) I make a list of the most important things to buy and that's it.

b) I always try to buy the necessary, but sometimes it's not enough.

c) I have a long list of stores to visit before I travel.

3 You are about to run out of your favorite shampoo. What do you do in this situation?

a) I will try to find another product to substitute it until I get a good deal.

b) I go to the store and buy it.

c) Running out of my favorite shampoo? I don't see myself without it.

4 You go to the supermarket and your diet cereal bar is on sale. What's your reaction?

a) I wait because I believe I can get a better deal next time.

b) I don't buy it because I've still got some at home.

c) I buy as many as I can. You never know when it's going to be on sale again.

5 How often do you buy clothes?

a) I only buy them when I need.

b) I just buy clothes from the previous season.

c) "Clothes? It's better to ask me when I don't buy them".

6 How do you usually feel after buying something you've wanted for a long time?

a) You regret because you could have waited a little longer get a better deal.

b) You feel satisfied with your new purchase.

c) You feel a little guilty, but happy anyways.

Answers:

Most A – You're an under-buyer. Be careful not to be too cheap! You may be losing good deals. Most B – You're on the right track! Keep it that way! Most C – Ops! You're an over-buyer. It's always good to think wisely before buying. You need to find a balance.

Adapted from: Zen Habits: Breathe. < http://zenhabits.net/take-this-quiz-are-you-an-under-buyer-or-an-over-buyer/

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2- Talk to your partner about your results. Do you agree with them? Is there anything you would like to change on the way you act towards buying?

Let's read:

1- Take a look at the pictures below. They all refer to eco-friendly strategies to make people develop good shopping habits. What kind of tactics do you think they show? In pairs, talk together and exchange your opinions.

a)

c)

b)

Source: Google images

d)

2- Read the text "**How to Develop Good Shopping Habits**" and match the strategies below with the pictures from the exercise above. Write the letters in the parentheses.

How to Develop Good Shopping Habits

Shopping can often feel like a black hole on your finances. To keep your shopping trips from turning into a spending frenzy, use these habits and think about how you can spend more thoughtfully.

- Don't buy overly processed, prepackaged foods. The more packaging and processing involved, the more it costs you. Reduce packaged and processed items.[1] (   )

- Try to buy whole foods, in their natural state, whenever possible. These foods include fresh fruit, vegetables, meat, and dairy products. [2](   ). If you're limiting your fat intake, buy fresh eggs and discard half, or even all, of the yokes (the fat is in the yoke). This approach costs you about half as much as the reduced-fat egg substitute in a carton and is much fresher, with no additives, preservatives, or food coloring.

- Reduce trash. Minimize your use of paper towels, disposable plates and cups, disposable diapers, plastic shopping bags, and so on [3] (   ). Instead, reuse cloth towels and diapers (they're much cheaper and much more environmentally friendly), and durable plates and cups, and take your own shopping bags with you to the grocery store. Over the course of a year, simply reusing these items can save you serious money.

- Reduce the number of items you purchase by sharing or renting. For example, if you like to garden, a roto tiller comes in handy once or twice a year. Instead of buying a roto tiller, consider borrowing one from a neighbor or renting one. [4] (   )

Adapted from: < http://www.dummies.com/how-to/content/how-to-develop-good-shopping-habits.html >

3- Based on the ideas given in the text above, think of three strategies you could do to change your shopping habits.

Vocabulary:

4 - In groups, talk together about the meaning of the words you don't know. Try to infer them from the context. Check the ones that nobody knows on a dictionary and write down their definitions.

_____

_____

_____

_____

_____

_____

Eyes on language!

In the article about *"How to develop your shopping habits",* there are some recommendations on how people should change their shopping habits. Take a look at them:

I.   (…) **use** these habits and **think** about how you can spend more thoughtfully.
II.   **Don't buy** overly processed, prepackaged foods.
III.   **Reduce** packaged and processed items.
IV.   **Try** to buy whole foods, in their natural state, whenever possible.
V.   (…) **buy** fresh eggs and **discard** half, or even all, of the yokes (the fat is in the yoke).
VI.   **Reduce** trash. **Minimize** your use of paper towels, disposable plates and cups (…).
VII.   **(…) reuse** cloth towels and diapers.
VIII.   **Reduce** the number of items you purchase by sharing or renting.
IX.   (…) **consider** borrowing one from a neighbor or renting one.

1-   What ideas do these verbs express?

(   ) Directions   (   ) Instructions

(   ) Commands   (   ) Opinions

(   ) Agreements   (   ) Possibility

(   ) Suggestions   (   ) Advice

2-   Complete the rules with the words:

> In this case, we can use the Imperative form to give _____, _____. _____, _____, _____.

3-   What is the difference between sentence II and the others?

_____

4-   Look at the imperatives and answer the following questions:

Affirmative Imperatives:	Negative Imperatives:
Reduce packaged and processed items.	**Don't buy** overly processed, prepackaged foods.
Try to buy whole foods, in their natural state.	**Don't reuse** cloth towels and diapers.

I. We use the base form of the verb in _____.

  a. affirmative imperatives   b. negative imperatives

II. What do we use before the main verb in the negative imperatives? _____

III. The subject of imperative sentences is probably _____.

  a. we   b. he or she   c. you   d. I

5- Now, let's practice. Imagine you see someone doing the following actions. What do you say?

a) Crossing the street in the green light for cars.

b) Paying more for a TV you saw on sale in the store next door.

c) Working hard on a project from school.

d) Eating without washing his/her hands.

e) Screaming with his/her father.

f) Stealing someone's purse.

g) Buying lots of 'junk food'.

Let's listen:

1-   Before you listen:

a)   Do you shop in fancy stores?

b)   Tell your classmates about it.

2-   "Pretty woman" is a very famous American movie. What do you think about Vivian, Julia Roberts's character's outfit?

Source: Google image

3- Try to complete the dialogue below with the words in the box. Then, listen to the first 1'28"< https://www.youtube.com/watch?v=Nu3x5SZrMHo > and check your answers:

stuff   fit   expensive   spend   obviously   checking   conservative   looking

(Saleswoman) - May I help you?

(Vivian) - I'm just [1] _____ things out.

(Saleswoman) - Are you [2] _____ for something in particular?

(Vivian) - No. Well, yeah. Something... [3] _____.

(Saleswoman) - Yes.

(Vivian) - You got nice [4] _____.

(Saleswoman) - Thank you.

(Vivian) - How much is this ?

(Saleswoman) - I don't think this would [5] _____ you.

(Vivian) - Well, I didn't ask if it would fit. I asked how much it was.

(Saleswoman) - How much is this, Marie ?

(Marie) - It's very [6] _____.

(Saleswoman) - It's very expensive.

(Vivian) - Look, I got money to [7] _____ in here.

(Saleswoman) - I don't think we have anything for you. You're ^{8}_____ in the wrong place. Please leave.

4- Now, match the vocabulary used above to their definitions.

a)   To check out   (   ) to be the right shape and size for somebody/something

b)   Conservative   (   ) used to say that a particular situation or fact is easy to see or understand

c)   Expensive   (   ) to give money to pay for goods, services, etc.

d)   To fit   (   ) (informal) to look at or examine a person or thing that seems interesting or attractive

e)   To look for   (   ) **(informal)** used to refer in a general way to things that people do, say, think, etc.

f)   Obviously   (   ) opposed to great or sudden social change; showing that you prefer traditional styles and values

g)   To spend   (   ) to hope for something; to expect something

h)   Stuff   (   ) costing a lot of money

Reference: Oxford Advanced Learners Dictionary.
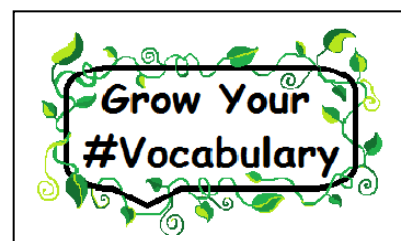
4- If you were in Vivian's situation, how would you react?

In pairs, make a list of at least four situations. Write them down in order of importance, in which number one is the least important.

a) _____

b) _____

c) _____

d) _____

Let's think about it!

5-"Never judge a book bt its cover"! How can we relate this sentence with the videos we have seen? Watch from 1'29'' until the end < https://www.youtube.com/watch?v=Nu3x5SZrMHo >.

Speaking

Let's talk about it:

1- The pictures show people with different kinds of shopping habits. In pairs, talk about each picture, describing and contrasting them. Then, tell your partner which of these habits you have and which one you prefer.

2- Imagine you and your friend want to buy a gift for your teacher. In pairs, decide which one is the best for her and give reasons. Remember: you both need to choose just one!

Let's write:

Prepare for Writing!

1- Read the excerpt of the magazine essay below on child publicity. Do you remember seeing a scene like this? What was the parents' attitude?

> "
>
> Observe a child and parent in a store. That high-pitched whining you'll hear coming from the cereal aisle is more than just the pleadings of single kid bent on getting a box of Fruit Loops into the shopping cart. It is the sound of thousands of hours of market research, of an immense coordination of people, ideas and resources, of decades of social and economic change all rolled into a single, "Mommy, pleeease!"
>
> "If it's within [kids'] reach, they will touch it, and if they touch it, there's at least a chance that Mom or Dad will relent and buy it," writes retail anthropologist, Paco Underhill. The ideal placement of popular books and videos, he continues, should be on the lower shelves "so the little ones can grab Barney or Teletubbies unimpeded by Mom or Dad, who possibly take a dim view of hypercommercialized critters."
>
> "
>
> — *Dan Cook, Assistant Professor of Advertising and Sociology at the University of Illinois, Lunchbox hegemony; Kids and the Marketplace, Then & Now, LiP Magazine, August 20, 2001*

2- Do you believe that there should be a more/less strict regulation concerning child publicity? Why?

3- Find someone who has the same opinion as you and, together, fill them in the mind map.
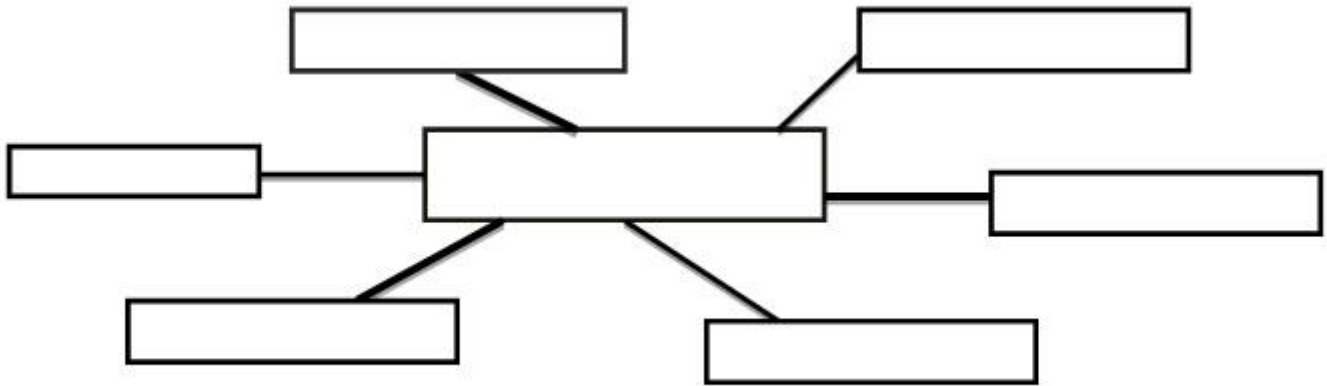
4- Now, write an essay giving your opinion on how consumerism can affect the 21st century young generation. Use between 180-220 words. Use the scheme below to guide you through your writing. Make sure you have followed all the steps in the following checklist.

Introduction:
Introducing
your Case

Also
providing
your
Analysis

Main Body:
Laying out your
Arguments &
Presenting your
Evidence

Conclusion:
Explaining Where
the Evidence took
you

Unit 2: Consumerism: a general habit?

Teacher's Guide

Aim of the lesson: In this unit students talk about shopping habits and think critically about some of their own habits and how they can change some.

Vocabulary: working with new words that can be used in a store: checking out, conservative, expensive, fit, looking for, obviously, spend and stuff. Plus, students are asked to check their own doubts concerning the vocabulary used.

Grammar: Imperative forms: Affirmative and Negative.

Skills:

- Reading: "How to Develop Good Shopping Habits".

- Listening: Video: A small part of the movie: "Pretty woman" .

- Speaking: Agreeing and disagreeing. Giving opinions.

- Writing: Writing an opinion essay.

Let's get started!

1- In pairs, SS ask the quiz questions for each other. Then, they look at the answers to find out if they are consumerist or not.

2- In this task, SS should reflect about their own consumerism habits. They should discuss to each other to see if they want to change something about it or not. T can go further.

Reading: "How to Develop Good Shopping Habits"

Pre-reading
1- In pairs, have SS discuss their ideas about the pictures. Reinforce that there is no right or wrong answers.

While reading

2- Ask SS to individually, read the text and match the following strategies with the pictures given, writing the letters in the parentheses. Then, check with the whole class. Help them to explore the pictures and try to use the target language as much as possible.

Answer Key:

   1- C   2- A   3- B   4-D

Post-reading

3- T asks volunteer SS the following question. This will allow a different kind of interaction – T/S – which can help to vary it in the classroom. Then, if T thinks it is necessary, SS can share their answers as an open class.

Vocabulary

4- In groups, SS decide on the most important words in the text that they don´t know and try to guess their meaning from context. After that, they will check the words nobody could grasp on a dictionary. Notice that they will not write ALL the words they don't know.

Eyes on language!

1-   This time, SS should do this exercise by themselves. It helps them to identify and analyze the sentences taken from the reading extract. SS are expected to observe the sentences taken from the text give ideas of: *commands, suggestions, instructions, advice*. However, T can tell students there other ways we use these kinds of verbs, as well, examples, for directions, order, sighs, so on. SS can research about it as extra practice.

2-   After indentifying the ideas these words give, SS should compete the rules, just transferring the words they crossed in the previous exercise.

Answer key: *commands, suggestions, instructions, advice.*

3-   This exercise aims to make SS be aware that there are negative forms to use the imperative as well and that the only difference from the others is the word: *Don't*.

4-   SS should analyze the two columns and answer the questions related to it. This can be done in pairs or in groups. SS can check them in pairs.

Answer Key: I. a)   II. Don't   III. c

5-   T can ask SS to walk around the classroom and work with different partners, then, after 30 seconds; they can swap partners and do the activities. Another alternative is to ask SS to write extra sentences and practice with their partners.

Listening: A small part of the movie: "Pretty woman".

Pre-listening

1- a) and b) T promotes a class discussion and listen to SS experiences. T should not interrupt SS, just write down the mistakes and give the feedback about pronunciation or grammar for them later on.

2- Explore the picture with SS. Some extra questions T can ask SS: *Where is the woman? / What is she doing? / Is she in a fancy store?* Try to make students observe the real situation.

While Listening

3- Ask SS to try to complete the blanks with the words from the box. Don't answer any questions about vocabulary for a while. SS watch the video and do the exercise according to the listening. Play it twice. If necessary pay it three times. T check with the whole group. As an extra practice, SS can practice the dialogue in pairs.

Answer Key:

1-	*checking*	*5-*	*fit*
2-	*looking*	*6-*	*expensive*
3-	*conservative*	*7-*	*spend*
4-	*stuff*	*8-*	*obviously*

4- In this exercise, SS should try to infer the meaning of the words through the context in pairs. The T plays the video again and SS should pay close attention to the situation. After doing it, T can swap partners and they can check what they have got, trying to reach a consensus.

5- In pairs, SS predict how Vivian would react in this situation. Then, they swap partners and compare their lists. In a whole class discussion, ask SS to tell you some of the reactions they thought to be the least important and decide on three most important ones.

6- T opens a discussion with the whole group. In this task, SS should think critically about some society's   attitude and also reflect about their attitude and on how they can act in a better way.

Speaking

1- T can explore the pictures with the whole group first. This can help to build SS confidence before doing the exercise asked. T should time this activity and interrupt SS when it's done. T should emphasize that they need to describe and contrast the pictures. When they finish, they should talk about the habits they prefer. SS should use the *useful expressions* to help them.

2- In pairs, SS discuss which gift is the best option for their teacher and why. The purpose is that SS reach a consensus. SS should use the *useful expressions* to help them.

Writing

Pre-writing

1- SS can read the excerpt alone and then, discuss the following question with the whole group. T can write their answers on the board as a brainstorm.

2- SS should write some notes about it. After doing this, SS can share their answers with their partners and later on, the T can open a class discussion.

3- SS can walk around the classroom and find other SS who have the same opinion as them. Later on, the T can pair up the SS and give them some time to fill in the mind map with their reasons together. Then, SS can share their findings with the whole class. This can help SS to have some ideas for their essay.

While writing

4- T shows the sample to SS and asks them to write the draft first at home. The scheme is extremely important to guide them. Point out the number of words they should write. After doing the first draft, T should correct using codes. Doing this, SS can have opportunity to think about what mistakes they have made. T can create the codes with the SS or the book suggests some, if it is important.

<	Start a new paragraph
A	Article
Vt	Verb tense
P	Punctuation
Ms	Misspelling
Ww	Wrong word
Cl	Capital letter
Wo	Words order
V	Something is missing

Adapted from "Aprendendo com os erros" – Francisco José Quaresma de Fiqueredo (p. 124).

RATIONALE

This teaching material was developed for young adults students in order to learn English as a Second language, appropriately for upper-intermediate and elementary levels. Before going further, it is important to point out some key aspects of second language acquisition to explain how a second language can be acquired. The second language acquisition process involves two systems: the 'learned' and the 'acquired' ones, which can be explained with Krashen's theory that sees the acquired system as the product of a subconscious process, similar to the process children experience when they acquire their first language and the 'learned' one as the product of formal instruction. In other words, the 'learned' process can be exemplified by the grammar rules we learn, and the things we consciously learn.

The learning process has been changing and many teachers have been adopting the Communicative Approach as the main way of teaching English as a foreign language because, as mentioned in Rickheit, Strohner and Constanze (p. 26), "communication is social interaction and can therefore be described and studied in terms of collective action and cooperation". This means that second language acquisition requires meaningful interaction in the target language, in which speakers are not concentrated on the form of the rules, but in fact, in communicating naturally. Based on this, I have chosen this approach as the main support for the units designed and my intention is to provide meaningful and engaging activities, in which students are able to participate, reflect and share their opinions and knowledge. The activities were created with authentic materials. Defined by Peacock (1997) authentic materials are those "that have been produced to fulfill some social purposes in the language community". All of them were taken from websites in order to make the activities more natural and reliable for students.

As the linguistic objective, I expect students to be able to practice the four language skills (listening, speaking, writing and reading) by doing the exercises proposed. When speaking, I expect students to use the target language to communicate orally and when facing difficulties, they should negotiate meaning and try to make the conversation as fluent as possible. Concerning the listening, they should be able to make use of listening strategies, such as note-taking, listening for general understanding and/or for specific information and be aware that they will not be able to understand everything and they should not be anxious because of that. In the reading section, they are expected to infer the answers, try to guess the unknown words through the context and pay close attention to the main message of the text. Writing will be worked at the end of the units and students will be

presented with the genre e-mail in unit one and with the genre essay in unit two. They are expected to write similar genres, after being exposed to examples first.

As for genres, it is important to point out that its theory is very useful for broadening our vision concerning genres inside the classroom. According to Bakhtin, genres can be explained as "(...) cada enunciado particular é individual, mas cada campo de utilização da língua elabora seus *tipos relativamente estáveis* de enunciados, os quais denominamos *gêneros do discurso* (p. 262). It is interesting to observe the range of genres we can use to teach and how helpful they are because "while the emphasis in language learning is often placed on the acquisition of syntax at the sentence level, in genre-based approaches the emphasis is on the creation of meaning at the level of the whole text. Rather than dealing with discrete instances of language, there is a recognition that meaning accumulates and evolves over a stretch of text" (Derewianka, p. 135) and that is what it is expected from our students nowadays.

It is observing that students sometimes feel insecure while learning a second language, mainly when they need to interact with other students, becoming shy and nervous, that the use of Critical Literacy comes in handy in the elaboration of these units. The intention of using it is to engage students in discussions so as to express opinion and arguments, agreements and disagreements and thereby, make them involve in an English speaking environment. So, my situational objective for both units is to make students able to use English to interpret and discuss "Technology" and "Consumerism" and for that, I assume they will improve their interpersonal skills through pair or group works. In unit one, they are expected to reflect upon the use of technology nowadays, showing that not everybody is inserted in this world, despite having a huge impact on our society. And in unit two, they should discuss how consumerist they are and reflect on what kind of attitudes they can adopt to have some changes in their shopping habits.

I believe that through using the Communicative Approach and Critical Literacy students are encouraged to becoming more independent and responsible for their learning process. They are led into justifying their choices and being more critical by interpreting the world through different eyes. In other words, this theory uses language as a tool to have an impact on society, try to make social changes. According to Mattos and Valério (2010), in both approaches, the learner is seen as a protagonist to his own learning, which is extremely important for students' learning process and for this reason, both units have activities which guide them to be more independent, to search for some extra information, to use the internet and to make them feel comfortable to use other sources. So, with these possibilities, the teacher's roles now have changed. According to KUMARAVADIVELU (2003, p.39), promoting learner autonomy "involves helping learners how to learn, equipping them

with the means necessary to self-direct and self-monitor their own learning". The teacher should guide, facilitate, plan, present, show and help students.

As it was previously mentioned, this final work has two independent units and in both, there are activities involving the four language skills (listening, speaking, writing and reading). The authentic materials used to develop them were articles, texts, videos, comics, pictures and a quiz, which can allow students to think more critically. The idea is to be away of the traditional teaching and to help students to face the real life context, making the learning process more reliable. Consequently, students can be able to communicate in a more natural way and interact with other people, other societies, and other communities.

In unit one, *Technology: what have changed*, there is a charge taken from: www.9gang.com, a famous funny site, which makes students reflect on the new technology replacing the old ones. This activity is used as a warm-up in the *Let's get started!* section and students should talk about the objects they think will disappear soon. The intention is to lead students to the listening activity that presents a video from a financial business site, explaining about three objects that have been replaced. Students have to do a pre activity, discussing two basic questions, then, they need to watch the video and focus on more specific information, then, a post-activity in which they need to reflect upon their reality. In unit two: *Consumerism: a general habit?*, a peer quiz activity is presented to the students as a warm up in order to find out what kind of buyer his/her partner is. After that, students are asked to discuss the results of the quiz with each other and if they would change their buying habits. Focusing on the listening in unit two, students will watch to a small part of a video from a movie and they should complete a dialogue with some words given. After doing this, students can practice the dialogue in pairs and they can pretend they are in a fancy store, as well.

In the reading sections, unit one brings a text taken from a website which emphasizes that in the USA some people still do not use internet connection. Learners have two reading activities to do relate to the text and a vocabulary one. These specific vocabulary items were chosen to assure a better comprehension of the text. In unit two, students deal with the topic *consumerism*. The article: *"How to develop good shopping habits"* was chosen because of the many discussions related to it in our current days. Therefore, learners will probably have enough background knowledge and confidence to talk about it. On the other hand, the way consumerism is presented in this text is rather new given the lack of the habits some people have. To achieve the aims proposed, three different activities were designed for reading and one for vocabulary. In this part, the teachers expect learners

to try to understand the new words through the context, to share the selected words with their partners and if they still do not know the meaning, research on the internet, dictionaries and so on.

As it was mentioned before, the texts used in these section are authentic, taken from websites and with no pedagogical purposes, once one of the principles of Communicative Language Teaching is that "language as it is used in a real context should be introduced whenever possible" (LARSEN-FREEMAN, 2000, p. 125). They have enough information for the vocabulary and grammar sections, which they were based on which help students to understand the questions related to them.

Still focusing on the communicative competence, and going deeper into the grammar part, both are taught following the direction of inductive learning in which "students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples. With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice (Rivers and Temperley 110). So, based on this theory, unit one provides two other texts about computers taken from a website so as to make students use the grammar taught – active and passive voices- after discussing and getting the knowledge presented as an example. In unit two, for example, students should answer some questions about Imperative – negative and affirmative ones- to come up with the grammar they should learn. After it, they will practice it within different contexts proposed by it.

Speaking activities are interactive and students are able to practice vocabulary and also grammar during the interaction. The speaking section in unit one was developed based on a comic also taken from the internet in which the students should talk in a more critical way about what is presented to them. In unit two, students have two different situations and they should negotiate meaning, reach a consensus and also expose their point of view, respecting each other's. Doing these activities, learners are expected to agree or disagree, to give their opinions and to negotiate meaning when necessary. They are also presented with some useful expressions that can help them a lot in the conversation. All of the activities were task-based activities and in this kind of process, usually, one person speaks, and the other responds by means of the listening process. In fact, during interaction, every speaker plays double role – both as a listener and as a speaker (Shumin, 1995, p.35).

Finally, two writing tasks are developed to introduce/revise the genres e-mail and essay. In unit one, it is given an e-mail example, a formal one, focusing on some important key points and also providing a real situation in which, students are expected to write a similar one. Before writing the article in unit two, a magazine excerpt is given to prepare students for writing about consumerism effects on children. Two questions are asked so as to raise interest in the topic. After reading the

excerpt, in pairs, students make a semantic map with the phrase "child publicity" as central point. This activity will prepare students for writing an essay giving their opinion on how consumerism can affect the 21st century young generation. For better comprehension of the genre, learners are provided with a guide/checklist that presents them with how an article is written.

It is important to emphasize that the writings need to be based on genres because, then, students can learn some specific characteristics of the specific genre studied and practice it, writing similar ones with the activities proposed. It is also important to tell students whether they are supposed to write by themselves or in group. Moreover, tell the students if they need to write in the classroom or if they can write at home after having the explanation in class. Everything needs to be clear and well-described for them.

To sum up, this final paper was based on the English language process using the Communicative Approach. Therefore, students have the opportunity to know how to use the language mainly for communication purposes and the classes are most of the time students' centered. That is, their learning process and development are taken into account. The activities offer opportunities for learners to interact and think in a more critical way, being able to give their opinion without worrying if they can speak accurately or not. The focus is to help them to share their knowledge on the topic, allowing students to be more self-confident and comfortable to use the language. All of the activities are presented with examples, so, students can have a lot of input before producing. Finally, the authentic materials help them to observe that they can learn a language using resources from their everyday lives, which allow them to use the language in a real context and not just learning some rules without a purpose.

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