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Faculdade de Letras – FALE

Programa de Pós-Graduação em Estudos Linguísticos – PosLin

Curso de Especialização em Ensino de Inglês – CEI

**NURTURING CITIZENSHIP IN THE EL CLASSROOM**

Carolina Echevarria Neves Lima

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Orientadora: Ana Larissa Adorno Marciotto Oliveira

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## Introduction

This work has been developed to represent different moments of my career: the passion for teaching young adults, the experience of teaching business English and the challenge of joining eighteen years' teaching practice to cutting-edge theory. Personally, I have always been concerned about delivering lessons in which not only would learners thrive on their language skills, but also on their critical thinking. Therefore, both units in this work were developed to achieve effective functional competence, as well as to engage learners in reflection on current issues.

In the emerging Digital Age, selecting appropriate approaches and resources for developing learners' language skills have gone beyond books and exams. To prosper in a society globalised by the economy and by multiple media interactions, learners are expected to demonstrate knowledge in core skills and competencies of the new century, thus developing critical thinking and problem solving, collaboration and communication, creativity and imagination, citizenship, digital literacy, as well as leadership and personal development. Therefore, the units, *Empowering Families* and *Need a business idea?*, were produced aiming to provide not only opportunities to experience with language skills, but also to unlock learners' potential to transform their community through a critical perspective of the world and its issues. This concern ensured the incorporation of topics and functions that would promote the inclusion of digital literacies, and technology learners might already use, while working on receptive and productive skills, besides grammar and vocabulary.

Citizenship in the 21<sup>st</sup> century encompasses informed and engaged citizens who readily act at civic, global and digital dimensions. Hence, one of the units in this work covers the topic of non-governmental organisations (NGOs) that intervene by empowering families economically and socially, making positive changes to improve health, education, housing and well-being. The objective of the unit is to raise learners' critical consciousness, giving them the means to develop into citizens who might even become local or national policymakers able to promote social changes. Therefore, this unit was designed for young adults at level B1 according to the Common European Framework of Reference for Languages (CEFR); learners who can produce simple connected texts on familiar topics, and deal in a general way with nonroutine information, besides describing experiences, events, hopes and ambitions, briefly giving reasons and explanations for their ideas.

The other unit included in this work outlines entrepreneurship as an innovative way to challenge the *status quo*. Pondering about current dilemmas from logistical and moral points of view; reflecting on the veracity, appropriateness and usefulness of information; and, solving problems before moving forward provide learners with logic and troubleshooting skills, in a constructive and creative way. Thus, this unit aims to make learners critically analyse and evaluate arguments and viewpoints either from the

dominant perspective or from their community perspective, since they are involved in discussions with their classmates in order to make connections and draw personal conclusions. This unit was designed for adults at level A2 according to the CEFR as they are able to understand straightforward information of most immediate relevance, in social and business surroundings, as well as to communicate in familiar contexts, requiring and exchanging information on routine matters.

Finally, my objective is to inspire teachers and learners to critically reflect upon both personal and global issues incorporated into the units presented here. Not only does this work intend to benefit learning experiences and processes through state-of the-art teaching practices that involve technology and encourage learners' discoveries for better understanding and retention of information, but also to provide tools for the achievement of social, economic and environmental goals through teachers' and learners' proactiveness boosted by debates and exchange of viewpoints.

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This unit aims at Adult learners, level A2 according to CEFR.

## Unit 10: Need a business idea?

Read the quote below, and tell your classmate whether you agree with it or not.

In order to be  
Irreplaceable  
one must always be  
Different  
— Coco Chanel —

<https://br.pinterest.com/pin/330451691379719863/>

IR – RE – **PLACE** - ABLE

**Agreeing:** I totally agree that...

**Disagreeing:** It's not right that...

**Partly agreeing:** It's partly true that ... because...

Read the text extracts.

Check the meaning of the **highlighted** parts of the words (*too much or not enough*).

“There are 2.8 million workers in Britain who are working less hours than they would like, this figure of **underemployment** has increased during the recession.<sup>1</sup>”

“The end of the summer holidays mean office workers will be firmly back to the daily grind of attending meetings, sending emails, organising diaries and paperwork, and **overtime**. But after a number of cases of deaths caused by **overwork** and exhaustion, what is it and why does it happen to some people?<sup>2</sup>”

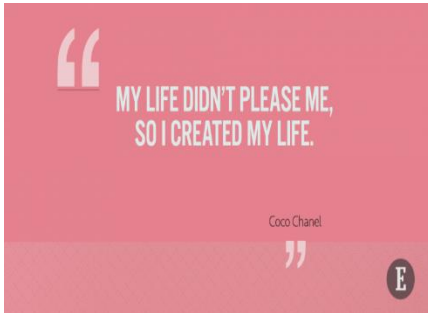
1. <http://www.economicshelp.org/blog/2129/unemployment/underemployment-definition/>

2. <http://theconversation.com/explainer-how-do-you-die-from-overwork-18023>

Read another quotation from Chanel.

**Tell your classmate how you associate it with the topics below.**

<https://www.entrepreneur.com>



<http://nec1908.com/25-lame-excuses-people-give-for-not-becoming-an-entrepreneur/>

- unemployment
- underemployment**
- overwork
- underpayment



Watch the movie trailer of the documentary **Rise of the Entrepreneur.**

Match the ideas shown in the video.

Available at: <https://www.youtube.com/watch?v=qQC1gzd59JU>

- |                             |   |
|-----------------------------|---|
| (1) illusion                | ( ) what to do with all the unemployed people                       |
| (2) less time               | ( ) is over, is dead  |
| (3) Monday morning          | ( ) less freedom  |
| (4) biggest challenge today | ( ) workplace is the secure place to work for the rest of your life |
| (5) industrial age          | ( ) heart-attack rate increases by 35%                              |



<https://networkmarketingpro.com/riseforfree/images/rise-logo-with-balloon.png>





Read the text and highlight the words you found in the *wordcloud*.



To excel as an entrepreneur, having a “growth mindset” is vital, explains Virgin Group founder Richard Branson in a recent blog post. That means being willing to learn, make mistakes and experiment.

Successful entrepreneurs take risks, are willing\* to fail and live with the consequences. Those who are unable to face these challenges are likely not

meant to be entrepreneurs - or they must change their mindset. Even the most “talented people have fixed mindsets and are unwilling\*\* or unable to make the necessary changes to improve,” the billionaire entrepreneur writes.

In general, a fixed mindset has many downsides, but when it comes to entrepreneurship, the stakes are especially high. **When someone is unwilling to change or improve, his or her business suffers.** As Branson puts it, “ideas stagnate, businesses stop growing, people stop learning.”

**If you find yourself feeling stuck in a fixed mindset, don't blame yourself.** Growing up, we are often taught to think in a risk-averse way, Branson explains. Consider how, in school, grades motivate most students more so than learning.

It's time to **change your mindset**. But where do you start? Simple: Step out of your comfort zone. Pursue your ambitions, work with others, take any steps that will help you grow, and you will quickly see a change in the way you approach both business and life.

<https://www.entrepreneur.com/article/285798>

\*willing – wants to do

\*\*unwilling – does **not** want to do

*According to Branson, what is necessary to change your mindset? Match the columns.*

- 1. Step out of your comfort zone      ( ) Take any step that will help you grow.
- 2. Pursue your ambitions.            ( ) Learn, make mistakes and experiment.

*Compare Richard Branson's ideas to your 5-steps route to success.*

## Language in Use

Observe the sentences **highlighted** on the text. They are formed by 2 parts.

Complete the table using them.

	condition	consequence
WHEN		
IF		

**Do the sentences refer to facts or future predictions? What illustrates that?**

**Do you think there's a way of changing the order?**

Match *conditions* and *consequences* to form complete ideas.

1. "If you wait too long, ( ) your chances of making it are slim." (little)
2. "There is always more" ( ) "when the entrepreneur manages to identify his/her business's competences."
3. "If you have ONLY ONE acceptable outcome in mind, ( ) "if you put yourself in the RIGHT mindset to spot opportunities."
4. "If you fight to survive and you don't, ( ) you miss them." (opportunities)
5. "The entrepreneur is guaranteed success," ( ) pick yourself up the next day and keep trying until you do succeed."

(Sentences adapted from: <https://www.entrepreneur.com>; <http://www.businessinsider.com>; and, <https://jobsplus.gov.mt/resources/fileprovider.aspx?fileId=1237>)

## Intonation, How we say things

The voice rises, falls or remains flat depending on the meaning or the feeling of a speaker (surprise, anger, interest, boredom, gratitude, etc).

Practise saying the sentences below.

tone rises ↗

tone falls gradually ↘

If you ↗ want to start a business but don't know where to start, don't worry ↘ you're not alone.

If you're ↗ dissatisfied with your current circumstances, admit ↘ that no one can fix them except for you.

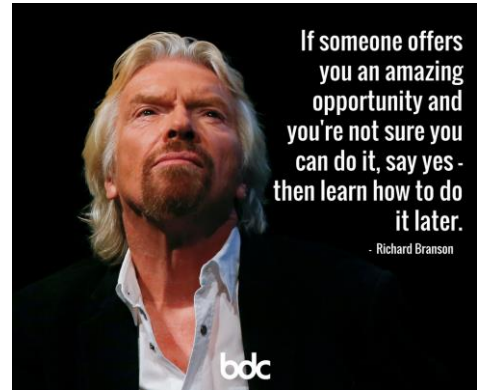
When attending ↗ networking events, ask others ↘ what they do and think about how you can help them.

(<https://www.entrepreneur.com/article/207488>)



*Imagine you and your classmate are working in the development of a new app that provides motivational / inspirational quotes.*

*If it doesn't  
open, it's not  
your door*



<https://goo.gl/G7kQ2c>

<http://bit.ly/2vwGccJ>

*Discuss on some of the quotes you would like to include in your app. Use the examples above, and search for more. Negotiate on about 5 sentences.*

## Teacher's Guide for **Unit 10: Need a business idea?**

This unit aims at Adult learners, level A2 according to CEFR.

### Lead-in

Write IR – RE – **PLACE** – ABLE on the board. Ask learners who, what holiday destination and what daily-use object is irreplaceable for them.

If it is necessary, explain *irreplaceable* by saying *it is something unique that you don't want to substitute*.

Books open. Learners read Chanel's quotation and express their opinion in groups. They should justify and/ or give examples.

An introductory phrase for *agreeing*, *disagreeing* or *partly agreeing* is given to the learner.

Monitor and take notes for delayed corrective feedback.

### Vocabulary

Refer to the word on the board again. Ask learners whether IR- brings positive or negative idea (negative). Ask them what RE- means (do again). Elicit some other words they know with either *ir-* or *re-* (For example: irresponsible, irrational, remake, renegotiate, etc).

Back to their books, tell learners to read the text extracts. Ask them to check the meaning of the highlighted parts of the words (*too much* or *not enough*).

Check comprehension by asking: *Are there sufficient jobs during a recession? (No.)*

*Can people die if they work too much? (Yes.)*

Ask learners for further examples of words using under and over (For example: underdeveloped, undercharge, underrate/ overrate, overload, etc).

### Listening

#### Pre-Listening

Tell learners that they are going to read another quotation from Chanel.

Make sure they understand the verb *please*. Use a concept question if it is necessary: *Was she happy with her life? (No.) Are people irreplaceable at workplaces? (Open.)*

Show learners the word list, and ask them to make associations with the quotation.

Do the first as an example (unemployment): *You don't have a job. You aren't happy, you have to pay your bills. What do you do to change this situation? (I sell food. I do the cleaning, etc.)* Encourage learners to be creative.

Monitor and take notes for delayed corrective feedback.

### While Listening

Tell learners that those words are part of a movie trailer from the documentary *Rise of the Entrepreneur*. Ask them what they think the film is about.

Only then, if it is necessary, explain *entrepreneur* by saying *it is someone who starts their own business*.

Refer learners to the exercise on their books; make sure they understand the prompts. They must match the ideas shown in the video. Play it twice if necessary.

(Available at: <https://www.youtube.com/watch?v=qQC1gzd59JU>)

Learners check in pairs. Then, have a group correction.

### Post-Listening

Have learners work in groups asking and answering the follow-up questions on their book.

There is a *Language Box* that provides supporting lexical items in case it is necessary.

Monitor and take notes for delayed corrective feedback.

### **Corrective Feedback**

Choose 2 good examples of language used by the learners, as well as 3 sentences with mistakes. Ask learners to spot the good and the inappropriate sentences.

Pair learners up, and allow them some 2 minutes to correct the wrong sentences. Have a group correction.

## Reading

### Pre-Reading

**BYOD:** Tell learners to pair up with a different classmate. Refer to the word cloud on their book. Explain those words are related to *entrepreneurship*, tell them to spot 5 words they already know, and 3 new ones.

In pairs, learners are going to look up the words they do not know, selecting examples of use at <http://corpus.byu.edu/bnc/>

After that, learners are going to build a 5-steps route to entrepreneurial success. Make sure they understand they are not supposed to write full sentences. Give them an example: *take risks*. Monitor to make sure words collocate. Have learners sharing their ideas small groups.

### While Reading

Refer learners to the text. Ask them to read it and highlight the words they have seen on the *wordcloud*.

### Post-Reading

Ask learners to match the columns that show Branson's main ideas to entrepreneurial success. Then, they should compare Richard Branson's ideas to their *5-steps route to success*.

Refer to the collocation *change your mindset*, ask learners to share when they would be ready to *change their attitude, opinion, way of thinking* on the following situations: (write them on the board):

start own business    get married    move to a far country

## Grammar as Skill

### Noticing

Refer to the highlighted words in the text. Tell learners there are 2 parts in the sentences. Divide them with their help:

**When someone is unwilling to change or improve, // his or her business suffers.**

If you find yourself feeling stuck in a fixed mindset, // don't blame yourself.

Ask learners: *Can you understand the first part of the sentences without the second? (No)*

*Can you understand the second part of the sentences without the first? (No)*

*So, could we say they depend on each other? (Yes)*

Ask learners to complete the table on their book. Then, build the table with their help on the board.

	condition	consequence
WHEN	someone <b>is</b> unwilling to change or improve	his or her business <b>suffers</b>
IF	you <b>find</b> yourself feeling stuck in a fixed mindset	<b>don't blame</b> yourself

Ask learners if the sentences refer to FACTS or predictions. Ask them what illustrates they refer to facts. Make sure they understand it is the use of the present tense.

Ask learners if they think there is a way of changing the order (Yes.) Build it on the board with their help:

*Don't blame yourself if you find yourself feeling stuck in a fixed mindset.*

*Their business suffers when they are unwilling to change or improve.*

Elicit from learners there is a **change of focus** on the sentence when the consequence comes before the condition. Tell them to imagine their talking to their boss about an absence at work; ask them which sentence sounds more appropriate, and why:

*If you don't mind, I need a sick day as my child is ill.*

*As my child is ill, I need a sick day if you don't mind.*

### Controlled Practice

Ask learners to match *conditions* and *consequences* to form complete ideas. They check in pairs. Then, have a group correction. Use some of the lines to ask for learners' opinion, whether they agree with them or not.

## KEY:

- |  |   |
|--|---|
| 1. "If you wait too long,                            | (3) your chances of making it are <u>slim</u> ." (little)                       |
| 2. "There is always more"                            | (5) "when the entrepreneur manages to identify his/her business's competences." |
| 3. "If you have ONLY ONE acceptable outcome in mind, | (2) "if you put yourself in the RIGHT mindset to spot opportunities."           |
| 4. "If you fight to survive and you don't,           | (1) you miss <u>them</u> ." (opportunities)                                     |
| 5. "The entrepreneur is guaranteed success,"         | (4) pick yourself up the next day and keep trying until you do succeed."        |

## Freer Practice

**Conditional Chain Game:** Tell learners they are going to construct sentences to connect facts concerning work.

Learners sit in a circle. Begin the game with a sentence, for example 'If you have to work hard, **you want to be well-paid.**' The next person in the circle must use the end of the previous sentence to begin their own, for example '**When you are well-paid, you can go on holidays abroad.**' The next person could say, '**When you go abroad, you can speak English.**' Then, '**If you speak English, you can also get a better job.**' etc.

Monitor, do on-the-spot correction, either asking learners to rephrase or to restate. Write 3 sentences from your students on the board.

## **Intonation, *How* we say things**

Ask learners: *Do we sound the same when we ask a question? When we are sad or angry? (No)* Tell learners that our voice rises, falls or remains flat depending on meaning or how we feel. Ask them to check the example sentences in their books. Read the sentences to have learners copying your intonation.

If you ↗ want to start a business but don't know where to start, don't worry ↘ you're not alone.

If you're ↗ dissatisfied with your current circumstances, admit ↘ that no one can fix them except for you.

When attending ↗ networking events, ask others ↘ what they do and think about how you can help them.

Practise saying learners' sentences from the board (previous exercise).



## Speaking & Writing

### Freer Practice

Elicit some popular quotation websites or apps (Brilliant Quotes & Quotations, Brainy Quotes). Show learners *Quotes Creator* or *BeHappy.me* ask what the difference is (they can make their own).

Pair up learners, and tell them to imagine they are working in the development of a new app that provides motivational / inspirational quotes. Thus, they must discuss on some of the quotes they would like to include in their app. Tell them to keep a record of their choices. Allow them some 5 minutes. Monitor and offer one-to-one help when necessary.

**BYOD:** After that, learners are going to produce their quotations, using an app or a website. Their final work could be either shared with the group using a *Padlet* wall ([padlet.com](http://padlet.com)) so that everybody can add to it, or sent to each other via WhatsApp.

### *Suggestion:*

Using a tablet: *Quotes Creator*, *Quote Maker*, *BeHappy.me*

Using a computer: [recitethis.com](http://recitethis.com), *BeHappy.me*

This unit aims at Young Adult learners, level B1 according to the CEFR.

## Unit 1: EMPOWERING FAMILIES

### True or False Quiz

- Half the world's population lives in poverty.
- Dirty drinking water causes 80% of all illness in the world.
- One in three people in the world can't read or write.
- 190 million children and teenagers have to work in developing countries.

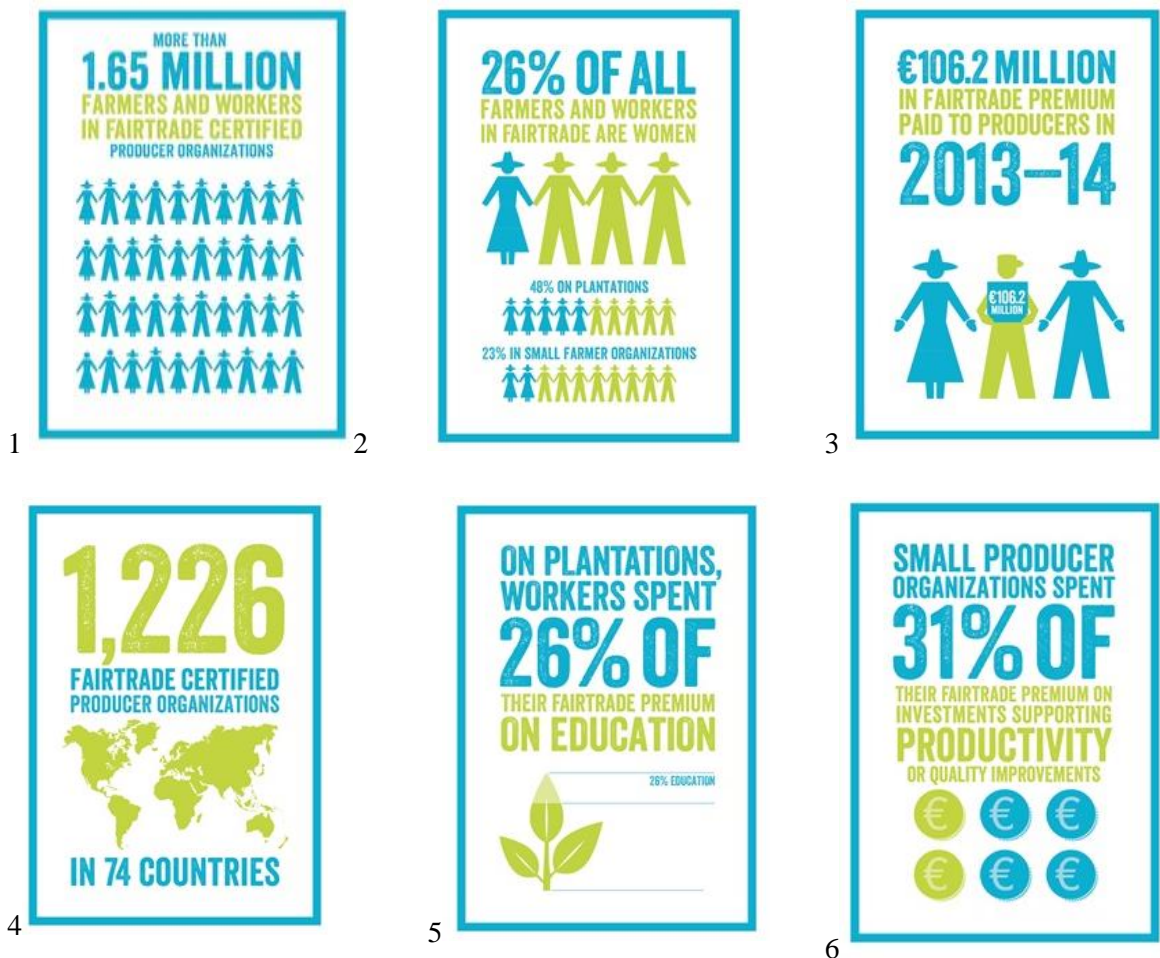
(Adapted from [http://www.teachingideas.co.uk/sites/default/files/makeadiffairtrade\\_0.pdf](http://www.teachingideas.co.uk/sites/default/files/makeadiffairtrade_0.pdf))



## Is there justice in those situations?

Fairtrade is about better prices, decent working conditions and fair terms of trade for farmers and workers.

### Facts and figures about Fairtrade®



(Taken from [www.fairtrade.org.uk](http://www.fairtrade.org.uk))

1) Match the INFOGRAPHICS (1 – 6) to the sentences.

( ) There are more than a thousand certified producers in over 70 countries around the world.

( ) There are over a million and a half workers and farmers in certified organizations.

( ) Millions were paid to small-scale producers in recent past years.

( ) More than a quarter of the rural workers invested their bonus in schooling.

*Write sentences to match the other infographics.*

( ) \_\_\_\_\_

( ) \_\_\_\_\_

*Do you often read INFOGRAPHICS?*

What's the function of an infographic?

( ) provide opinion

( ) show facts

( ) persuade the reader

In an infographic, you can find... ( ) numbers ( ) pictures ( ) words

Do these infographics use the past, the present or the future to describe the events?

*Can you think of another factual type of text?* \_\_\_\_\_

2) Work in small groups. Produce INFOGRAPHICS to inform the following content taken from the *World Economic Forum Annual Meeting 2016*.



2008 crisis / leave / 200 million people / unemployed

Arctic lands / warm / faster / the global average

73% / world / financially excluded

(Adapted from [www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges](http://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges); Image taken from [www.pixabay.com/p-295118/?no\\_redirect](http://www.pixabay.com/p-295118/?no_redirect))

**Spread your word!**



*SERRV is a nonprofit, fair trade organization dedicated to lifting disadvantaged artisans, farmers, and their families out of poverty.*

(Taken from [www.serrv.org](http://www.serrv.org))

**What do you think its symbol represents?**

3) Work in a group of 4. Each student reads a different extract about SERRV's results from the Information Gap Activities Section. Share what you learn.

4) Write your classmates' names, according to the stories they've told you.

( \_\_\_\_\_ ) (1) These classes enable the employees to better plan for the future of their families and to prepare for unexpected expenses.

( \_\_\_\_\_ ) (2) The organization currently runs 2 training centers, where women from surrounding villages receive training in sewing, embroidery, and weaving.

( \_\_\_\_\_ ) (3) Purchasing products made by the affected groups allows SERRV to increase funds.

( \_\_\_\_\_ ) (4) They each have a background of economic hardship\* and limited access to employment opportunities in the general community, but share the desire to become strong and independent.

\* difficult

(Adapted from [www.serrv.org](http://www.serrv.org))

Match the sentences above to the appropriate titles.

( ) **Empowering women**

( ) **Training and education**

( ) **Providing tools and resources**

( ) **Support in time of need**

5) Choose the best word or phrase to collocate with the verbs. Check the extracts for answers.

*a loan*                      *pride*  
*improvements*            *social programs*

*make* \_\_\_\_\_

*take* \_\_\_\_\_

*carry out* \_\_\_\_\_

*provide* \_\_\_\_\_

***How effective do you believe SERRV's actions are?***

*How often do you read about NGOs (non-governmental organizations)?*

In this type of text, you can find... ( ) opinion. ( ) fictional stories. ( ) facts.

*Can you think of another type of text that brings real stories?*

Does the text use the past, the present or the future to describe the events?

*Fill in the table using parts of the text.*

'Artisans lost their homes'

'the women work together'

'We recently provided a grant'

'*VillageWorks* [...] employs [...] handicapped artisans'

PAST	PRESENT

***What's the difference between the examples in the past?***

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***What about the ones in the present?***

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6) Complete the sentences about *Fairtrade*<sup>®</sup>'s results using the PAST or the PRESENT.

In 2015, UK *Fairtrade*<sup>®</sup> banana sales (a) ..... (increase) by 5% in volume, generating around £8.2M in *Fairtrade*<sup>®</sup> premium for farmers and workers.

Women cocoa farmers in Côte d'Ivoire (b) ..... (produce) an emotive short film showing the reality of their lives and their hopes for the future. As a result of taking part in the film, the women (c) ..... (fell) better able to push for their interests within the co-operatives.

In 2015, UK *Fairtrade*<sup>®</sup> sugar sales (d) ..... (decrease) by 34% in volume.

*Fairtrade*<sup>®</sup> strategy (e) ..... (have) four goals: focus on impact; make fair trade personal; improve and innovate; and also, strengthen the organisation.

Over 400 companies (f) ..... (use) the *Fairtrade*<sup>®</sup> mark on products in the UK today.

(Adapted from [www.ourimpactstory.fairtrade.org.uk/](http://www.ourimpactstory.fairtrade.org.uk/))

7) Get a card from your teacher. Queue up accordingly. Read your card when it is your turn. The objective is to find the best match.

Write *Past* and *Present* in the appropriate columns.

_____	_____
Why <u>did</u> the fair trade movement start?	Why <u>do</u> fair trade products cost more?
How <u>did</u> fair trade begin?	How <u>does</u> fair trade protect the environment?

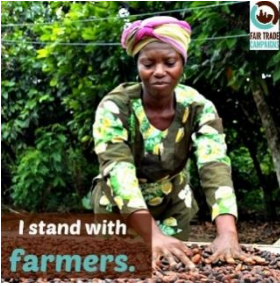
(Taken from [my2.ewb.ca/site\\_media/static/attachments/group\\_topics\\_group/topic/34567/FairTrade.pdf](http://my2.ewb.ca/site_media/static/attachments/group_topics_group/topic/34567/FairTrade.pdf), [www.oneworldfairtrade.net/blogs/news/6042534-the-history-and-progress-of-fair-trade](http://www.oneworldfairtrade.net/blogs/news/6042534-the-history-and-progress-of-fair-trade) and [fairtradecampaigns.org/2015/08/fair-trade-and-the-environment/](http://fairtradecampaigns.org/2015/08/fair-trade-and-the-environment/))

***What do the questions in the past have in common?***

---

***What's different about the questions in the present?***

---



*There is a lot of contradiction whether fair trade organizations are in fact fair.*

*Some people say that rich countries are just keeping the current market system, as goods made from fair trade products or ingredients seem to be more expensive. What do you think?*

(Photo taken from [www.fairtradecampaigns.org/wp-content/uploads/2017/01/SM-I-Stand-with-Farmers-Cocoa.jpg](http://www.fairtradecampaigns.org/wp-content/uploads/2017/01/SM-I-Stand-with-Farmers-Cocoa.jpg))

8) Work with a classmate. Discuss on your views of *Fairtrade*<sup>®</sup>. Negotiate on 2 questions you would like to ask the NGO in order to understand their work better.

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Go online to post them at [www.fairtrade.org.uk/en/getinvolved/contact-us](http://www.fairtrade.org.uk/en/getinvolved/contact-us).

(Image taken from [www.dameallans.net/wp-content/uploads/2014/11/byod-devices.png](http://www.dameallans.net/wp-content/uploads/2014/11/byod-devices.png))

***Empowering families is not only about work and economy,  
it's also about health and love.***

Choose the sentence that matches the one below:

*Around the world, food banks work to empower low-income families with skills and knowledge to make healthy and affordable meals.*

- ( ) Food banks around the world teach poor families how to make proper meals.
- ( ) Food banks around the world teach families in need how to prepare healthy meals they can pay for.



*Sacramento Food Bank & Family Services is a local, non-profit agency committed to serving individuals and families in need.*

(Taken from <http://www.sacramentofoodbank.org>)

9) Watch a video about *Sacramento Food Bank*. Check how families learn about healthy meals.

***HOPE TO IT: food bank gives new meaning to community growth.***

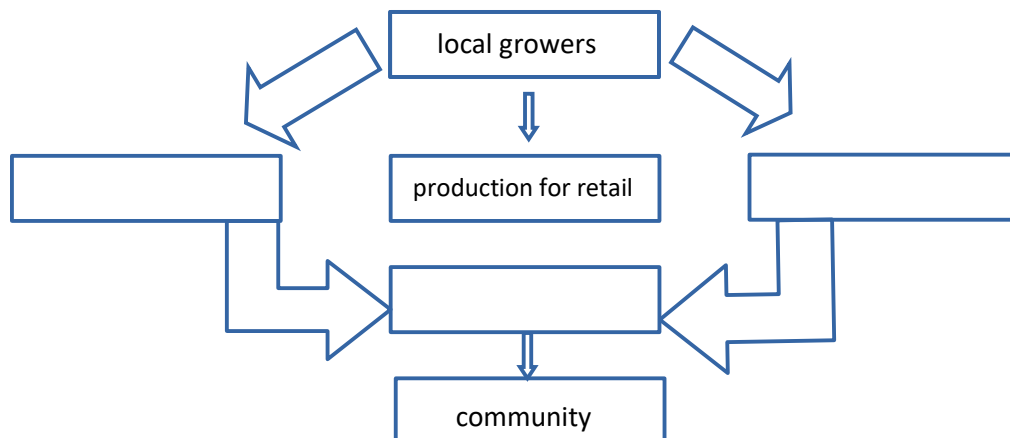
(Available at: <https://www.youtube.com/watch?v=a3p07FGDNjQ>)

This video is from: ( ) the NGO's website. ( ) the news. ( ) a commercial.

How often do you watch this type of video?

It usually brings: ( ) facts ( ) opinions ( ) fictional stories  
( ) narratives ( ) interviews

10) Watch the video again. Complete the diagram that shows how food is delivered to the community.



11) Correlate the phrases mentioned in the video:

- |                                  |  |
|----------------------------------|--|
| (1) canned and processed food    | ( ) food bank                                |
| (2) give away site               | ( ) related to poor diet                     |
| (3) chronic ailment              | ( ) high fats, high sugars, high salts       |
| (4) fresh locally-grown products | ( ) cherry tomatoes, cucumbers, strawberries |

***Tell your classmates about your diet.***



When Blake Young said ‘We thought if we were going to operate a food program, why not HIT A HOME RUN and really focus on people’s health?’ he meant:

- (a) ‘Why not score in a baseball match’.
- (b) ‘Why not have a really successful program’.

***What characteristic of the program was Young referring to?***

12) Watch the video again and match the people to their speeches.



- (1)
- (2)
- (3)
- ( ) “I don’t need to eat potato chips, I’m gonna eat strawberries. And I love the cherry tomatoes.”
- ( ) “If it wasn’t for this food here, I don’t know how I’d get along.”
- ( ) “It’s just amazing being able to walk down here, and see all the fresh foods. You’re more informed about what you eat, and then you have the food available. It’s really helpful.”

Speakers in the video often change the way English words sound to add rhythm and to speak efficiently (shorter amount of time).

One important way to do this is by connecting **consonant + vowel sounds**.

For example: setup . . . . se **tup**    come on . . . . co **mon**

13) Read the examples from the video and circle the ones that bring **consonant + vowel sounds**.

fresh products    get along    give away    basic need    low income

food available    more informed    focus on    rely on    canned food

*Does the first word always end in a consonant?*

---

Separate the sound as in the example: setup · · · · se **tup**      comeout · · · · co **mout**

---

---

14) Think about other programs that aim at helping the needy.

Search for more information about one of them, either positive or negative.

*Prepare yourself to DEBATE with your classmates. It's high time you expose your experiences and beliefs about whether NGOs are profitable for the society or not.*

- use lots of facts (take notes from your sources)
- be ready for the backfires (predict arguments against it)
- stay away from personal input (only FACTS can defend your point)

***Vote for the students who were more convincing,  
who delivered the best sustained arguments.***

***Is there more we can do?***

15) Work in a group. Go online at [www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges](http://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges), and find out more about the discussions at the *World Economic Forum Annual Meeting 2016*.

TOGETHER, choose FACTS that alarmed you, and make some INFOGRAPHICS to share with the ones you care about.

## Information Gap Activities Section

### Student A



The 400 marginalized women who work with *MarketPlace: Handwork of India* are involved in decision-making at multiple levels of the business. Organized into 11 independent cooperatives, the women work together not only to create beautiful handmade clothing, but to plan and carry out social programs that benefit their families and wider communities. These collaborations give the women stronger voices in all other areas of their lives.

(Taken from [www.serrv.org](http://www.serrv.org))

### Student B

Our partner *Turtle Trading* takes great pride in supporting farmers and employees with not only a fair wage\*, but trainings and educational opportunities to benefit families and entire communities. 2.5% of every product sold goes to the *Fair Trade Trust*, a fund dedicated to paying school fees of employees' children, as well as personal development courses and HIV/AIDS classes. Last year, this meant putting 143 children through school and holding 110 group education courses for employees!



\* salary

(Taken from [www.serrv.org](http://www.serrv.org))

### Student C



\*disabled

\*\*stable

(Taken from [www.serrv.org](http://www.serrv.org))

*VillageWorks* in Cambodia employs young physically handicapped\* artisans in sewing and tailoring, providing steady\*\* jobs in an area where finding other opportunities is difficult. We recently provided a grant and low-interest loan to make improvements to their workshop such as better access for wheelchairs. The funds were also used towards increasing future production capacity so they can provide even more jobs.

### Student D

All of our partner organizations in Nepal were affected by the terrible earthquake and aftershocks which struck last year. Artisans lost their homes and workshops while they and their children were forced to simultaneously deal with the emotional trauma. We have donated over \$20,000 to our partners to help them provide emergency support in their communities and rebuild what was lost.



(Taken from [www.serrv.org](http://www.serrv.org))

(Photo taken from [www.tenthousandvillages.com/mosaic/rebuilt-workshop-nepal/](http://www.tenthousandvillages.com/mosaic/rebuilt-workshop-nepal/))

## Teacher's Guide for **Unit 1: Empowering Families**

This unit aims at Young Adult learners, level B1 according to the CEFR.

### **Lead-in**

Ask learners to read and think if the sentences in the *Quiz* are likely to be true or false. Read them over and ask for a show of hands. Learners work in group to explain why they have reached their conclusion. Monitor and take notes for delayed corrective feedback.

After that, reveal that all the answers are in fact true. Ask learners what they found the most concerning about the facts they have read: *Is there justice in those situations?*

(Adapted from [http://www.teachingideas.co.uk/sites/default/files/makeadiffairtrade\\_0.pdf](http://www.teachingideas.co.uk/sites/default/files/makeadiffairtrade_0.pdf))

### **Reading**

#### Pre-Reading

Attract learners' attention to the text on their book; ask them what type of text it is, where it is usually found and what they are used for.

Explain that these infographics are used to provide information on an organization called *Fairtrade*<sup>®</sup>.

#### While-Reading

Ask learners to read the text to find out what *Fairtrade*<sup>®</sup> fights for. They share their ideas in pairs, and then, with the group. (Selling products making sure producers receive a fair price.)

Ask learners to match the infographics (1 – 6) to the sentences in exercise 1.

Learners check in pairs. Then, have a group correction.

**KEY:** (4), (1), (3), (5).

## Vocabulary

### Post-Reading

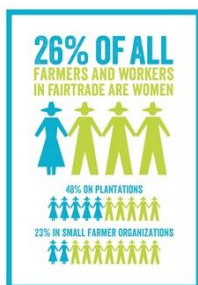
Refer to the underlined expressions in exercise 1. Ask them:

*What do they refer to? (Numbers)*

*Are they the exact numbers? (No)*

*So can we say they are an approximation? (Yes)*

Explain learners that they are going to write 2 more sentences to match the infographics that were left out.



*Suggested answers:*

*More than a quarter of farmers and workers are women.*

*Almost one third of small producers invested in quality improvement.*

## Grammar as Skill

### Noticing

Ask learners: *Do you often read infographics?*

Attract learners' attention to the questions on their book. They work in pairs to answer them. Monitor and make sure everybody understands the questions and the answers.

Ask learners:

*Can you think of another factual type of text? (Recipes, instructions)*

*Do they use the past, the present or the future to show the events? (Present)*

### Controlled Practice

Refer to the infographic in exercise 2. Explain that it informs content from the *World Economic Forum Annual Meeting 2016*. Tell them to create 3 more infographics to report the other findings. Make sure they understand they must use the information next to the example, as well as add pictures. Divide them in 3 groups (or 6 if there are more than 12 students). Give each group a piece of cardboard, and say which prompts they are going to use so that there is no repetition.

Monitor and do on-the-spot correction if necessary, either asking learners to rephrase or to restate. Attention to 3<sup>rd</sup> person singular.

Learners show their production.

## **Reading**

### Pre-Reading

Tell learners to pair up with a different classmate. Refer to the name (SERRV) and logo on their book. Explain they are from another non-governmental organization (NGO), tell them to read about it and talk in pairs about what the 8 links on its logo might represent.

Monitor and take notes for delayed corrective feedback. Learners should share some ideas with the group.

### While-Reading

Divide learners in groups of 4. Each of them is going to read a different extract about SERRV's results from the *Information Gap Activities Section* (Students A, B, C and D, pages 77, 79, 81 and 83, respectively); and then, spot the story they have just read on the sentences in exercise 4.

*KEY:* (Student B) (1) These classes enable the employees to better plan for the future of their families and to prepare for unexpected expenses.

(Student A) (2) The organization currently runs 2 training centers, where women from surrounding villages receive training in sewing, embroidery, and weaving.

(Student D) (3) Purchasing products made by the affected groups allows SERRV to increase funds.

(Student C) (4) They each have a background of economic hardship and limited access to employment opportunities in the general community, but share the desire to become strong and independent.

### Post-Reading

Learner sit in circles in their groups to share what they have just learnt about SERRV.

Monitor and take notes for late corrective feedback.

Tell learners to write their classmates' names, thus correlating the story they have heard and the sentences in exercise 4. They check together.

### **Corrective Feedback**

Choose 2 good examples of language used by the learners, as well as 3 sentences with mistakes. Ask learners to spot the good and the inappropriate sentences.

Pair learners up, and allow them some 2 minutes to correct the wrong sentences. Have a group correction.

### Post-Reading

Refer learners to the titles in exercise 4. Ask them to re-read the sentences and match them to the best options.

*KEY:* (2) Empowering women

(1) Training and education

(4) Providing tools and resources

(3) Support in time of need

### **Vocabulary**

Refer learners to exercise 5. Explain they are from the text they have just read. Ask them: *How do we know two words can be used together? (It sounds 'natural'.)*

*(Definition adapted from the Cambridge Dictionary: The combination of words in a way that sounds correct for people who have spoken the language for long. Available at: <<http://dictionary.cambridge.org/dictionary/english/collocation>>)*

Learners check with their classmates who had read different texts from them, so that they can negotiate meaning in context. Then, check with the whole group.

Ask the groups to discuss about the question on their book: *How effective do you believe SERRV's actions are?*

Monitor and take notes for delayed corrective feedback.

## Grammar as Skill

### Noticing

Ask learners: *How often do you read about NGOs?*

Attract learners' attention to the questions on their book. They work in pairs to answer them. Monitor and make sure everybody understands the questions and the answers.

*Can you find personal opinion in the text? (No)*

*Can you find fictional stories? (No. Real ones)*

*Can you find facts? (Yes)*

Ask learners: *Can you think of another type of text that brings real stories? (A debate, a documentary, information about nature, etc)*

*Does the text use the past, the present or the future to describe the events? (Past and present)*

Refer learners to the table on their book. Ask them to fill it in using parts of the text.

PAST	PRESENT
'Artisans <u>lost</u> their homes'	'the women <u>work</u> together'
'We recently <u>provided</u> a grant'	'VillageWorks [...] <u>employs</u> [...] handicapped artisans'

Build the table on the board with learners' help.

Refer learners to the questions on their book:

*What's the difference between the examples in the past? (Irregular and regular verbs)*

Elicit the rule to form the regular verbs.

*What about the ones in the present? (3<sup>rd</sup> person plural and singular)*

Elicit the rule to conjugate verbs in 3<sup>rd</sup> person singular.

### Controlled Practice

Learners complete the sentences about Fairtrade®'s results using the past or the present in exercise 6.

Learners check in pairs. Then, check with the whole group.



KEY: a) increased    b) produced    c) felt / feel    d) decreased    e) has    f) use

Ask learners: *Are these sentences affirmative, negative or interrogative? (Affirmative)*

### Noticing

Randomly, hand out cards containing questions and answers. Ask learners to read their cards and make sure they understand their sentence. Organise 2 queues: one for questions and another for answers.

Ask the first learner in line to read their question; and then, the first in the other line, to read their answer. They can only get back to their desks when there is a perfect match. They should go to the end of the queue in case question and answer do not match. The objective is to find the best match and sit back.

When <u>did</u> SERRV begin?	In 1949, it was one of the first fair trade organizations in the US.
Why <u>did</u> Americans found SERRV?	To help refugees rebuild after World War II.
What <u>did</u> SERRV first sell?	A cuckoo clock from Germany.
How <u>do</u> farmers and workers improve social, economic and environmental conditions?	Through an additional payment that goes into a communal fund.
How <u>does</u> Fairtrade® empower farmers and workers?	They own 50% of Fairtrade®.

(Adapted from [www.serrv.org](http://www.serrv.org) and [www.fairtrade.org.uk](http://www.fairtrade.org.uk))

Refer learners to the table on their book. Tell them to read the questions and write past and present in the appropriate columns.

Past	Present
Why <u>did</u> the fair trade movement start?	Why <u>do</u> fair trade products cost more?
How <u>did</u> fair trade begin?	How <u>does</u> fair trade protect the environment?

Ask learners: *What do the questions in the past have in common? (Did)*

Elicit the rule to form the questions in the past.

*What's different about the questions in the present? (Do and does)*

Elicit the rule to form questions in the present in 3<sup>rd</sup> person singular.

### Freer Practice

Refer learners to the photo in exercise 8; ask for description, speculate about whether the farmer is happy or not. Tell them to read the text next to it, and work in pairs giving their personal viewpoint considering everything they have read so far. Monitor and take notes for delayed corrective feedback.

Then, tell learners to write 2 questions they would like to ask Fairtrade® in order to understand their work better.

Monitor and do on-the-spot correction if necessary, either asking learners to rephrase or to restate.

*Suggestion: **BYOD** Learners go online to post questions at [www.fairtrade.org.uk/en/get-involved/contact-us](http://www.fairtrade.org.uk/en/get-involved/contact-us), they should use the teacher's email address.*

Open your email account a week after that to check Fairtrade®'s replies.

## **Listening**

### Pre-Listening

Tell learners to work in groups discussing whether they agree or not with the statement on their book. They must justify their opinion.

*Empowering families is not only about work and economy, it's also about health and love.*

Monitor and take notes for delayed corrective feedback.

Refer to the sentence on their book:

*Around the world, food banks work to empower low-income families with skills and knowledge to make healthy and affordable meals.*

Ask them to read the 2 sentences below, and say which one has a similar meaning.

**KEY:**

( ) Food banks around the world teach poor families how to make proper meals.

(X) Food banks around the world teach families in need how to prepare healthy meals they can pay for.

### While-Listening

Tell learners the next NGO they are going to learn about is *Sacramento Food Bank & Family Services*. Ask them to answer the questions in exercise 8 after watching the video.

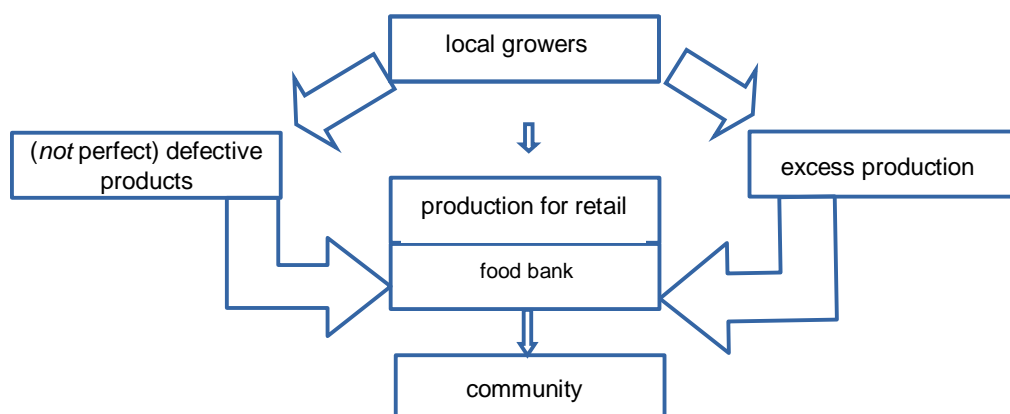
(Available at: <https://www.youtube.com/watch?v=a3p07FGDNjQ>)

Learners share their answers in the group.

### Post-Listening

Refer learners to exercise 10. Elicit what the diagram shows. (*How food is delivered to the community.*) Tell them to discuss in pairs how to complete it.

Play the video again, pausing when the answer is mentioned. Build the diagram on the board with learners' help. **KEY:**



## Vocabulary

Refer to the expression in exercise 11. Tell them to correlate the phrases mentioned in the video.

KEY:

- |                                  |  |
|----------------------------------|--|
| (1) canned and processed food    | (2) food bank                                |
| (2) give away site               | (3) related to poor diet                     |
| (3) chronic ailment              | (1) high fats, high sugars, high salts       |
| (4) fresh locally-grown products | (4) cherry tomatoes, cucumbers, strawberries |

Ask learners to check answers in trios; then, talk to their classmates about their diet. Tell them to say whether they believe they have a healthy diet, or whether they believe they should change habits. Ask them: *Is it cheap to eat healthily?*

Monitor and take notes for delayed corrective feedback.

## Corrective Feedback

Choose 2 good examples of language used by the learners, as well as 3 sentences with mistakes. Ask learners to spot the good and the inappropriate sentences.

Pair learners up, and allow them some 2 minutes to correct the wrong sentences. Have a group correction.

## Pronunciation

Refer to Blake Young sentence: *'We thought if we were going to operate a food program, why not HIT A HOME RUN and really focus on people's health?'*

Ask learners what he meant by that.

KEY:

- (a) ~~'Why not score in a baseball match?'~~  
(b) 'Why not have a really successful program?'

Ask learners: *What characteristic of the program was Young referring to? (Educating the people to eat healthily.)*

Refer learners to the photos on their book, ask them who those people are. Tell them to match the food bank users to their lines in exercise 12.

Play this part of the video to check their answers.

Attract learners' attention to how the speakers in the video often change the way some words sound to add more rhythm and to speak in a shorter time.

Explain that an important way to do this is by connecting consonant and vowel sounds.

For example: *setup . . . . se tup      come on . . . . co mon*

Elicit other examples from the learners. Write them on the board. Have learners practicing.

Refer to exercise 13. Show the examples from the video, ask learners to read and circle the ones that bring *consonant + vowel* sounds.

fresh products    get along    give away    basic need    low income  
food available    more informed    focus on    rely on    canned food

Ask learners to check in pairs. Correct answers with the whole group. Have learners practicing.

Ask learners: *Does the first word always end in a consonant? (No)*

*Tell them to separate* the sound as in the exercise on their book (*setup . se tup*). Do the first as an example (*getalong*).

Monitor to clear doubts individually. Correct the exercise. Have learners practicing.

*Suggestion:* Use Voice Recognition to check.

## Speaking

1) Elicit other programs that aim at helping the needy. Tell them to work in trios searching for more information about one of them, either positive or negative. Refer them to exercise 14: *Prepare for a debate*.

*Suggestion:* If there are electronic devices available for learners' connection to the internet in class, use them. If there aren't any, learners can either use their own devices or have this preparation assigned as homework.

In case learners are working in the classroom, monitor them to ensure they are speaking English and focused on the task. Allow them some 10 minutes, so that they can also take notes of their findings.

2) Elicit the target language learners might use when debating. Build a table on the board with learners' help.

<b>Stating an opinion</b>	<b>Sequencing</b>	<b>"I'm listening to the other side."</b>	<b>Disagreeing</b>
<i>We (don't) think that...</i>	<i>To begin,... ; in addition</i>	<i>I see your point, but I think...</i>	<i>Sorry, I just have to disagree with your point</i>
<i>The way we see it...</i>	<i>The first good reason to; what's more</i>	<i>That's all very interesting, but the problem is that ...</i>	<i>Excuse me, but that's not quite correct.</i>

Start the debate. Work as the moderator, thus making sure all learners are participating, contributing with arguments and counter-arguments. Take notes for late corrective feedback.

Have learners voting for the one who delivered the best arguments.

### **Corrective Feedback**

Choose 2 good examples of usage of the present and the past simple for expressing facts, as well as 3 sentences with mistakes. Ask learners to spot the good and the inappropriate sentences.

Pair learners up, and allow them some 2 minutes to correct the wrong sentences. Have a group correction.

### **Writing**

Ask learners if there is something else we could do besides debating on how to empower people.

Tell learners to work in groups to find out more about the discussions at the *World Economic Forum Annual Meeting 2016*.

Available at <[www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges](http://www.weforum.org/agenda/2016/01/what-are-the-10-biggest-global-challenges)>.

Groups should choose alarming facts, in order to produce infographics.

Monitor and do on-the-spot correction if necessary, either asking learners to rephrase or to restate.

*Suggestion:* If there are electronic devices available for learners' connection to the internet in class, use them. If there aren't any, learners can either use their own devices or have this preparation assigned as homework.

Spread learners' production so that other people in the school community may learn from them.

## RATIONALE

### Vocabulary

The Lexical-Grammar Theory establishes that language cannot be divided into lexis and grammar, as every lexical element may have grammatical patterns, and grammatical features are decided by lexis. One does not exist without the other – “lexical meaning and grammatical meaning make up a word meaning” (GUAN, 2013, p. 106). Therefore, meaning should be constructed through the co-occurrence of lexical elements, as well as through the study of the most typical collocations, colligations and semantic prosodies.

Guan describes Vocabulary Teaching and Learning as at a frequent top-down teaching mode; traditionally following a textbook or dictionary-centred pattern, with abstract explanations to words/ phrases and simplistic exercises. Such restrictive approach does not contemplate learners' interests, provide opportunities for reflection upon their learning process and needs, nor does it take the authentic usage of words/ phrases into consideration.

There are two specific moments to explore vocabulary in the Business English unit, one focuses on lexical elements which have a certain grammatical pattern, and the other provides the opportunity of experiencing with authentic context through Data-Driven Learning (DDL). Thus, learners do not need to handle contextless vocabulary lists; they see vocabulary usage, and bear an opportunity to acquire it as they manage meaning.

DDL is a resourceful and rich opportunity for language learners. It allows them to play an active role as they are given access to linguistic data and adequate strategies to carry out a linguistic research to discover how language is used. It also integrates technology with the classroom context, which involves the development of digital literacy. According to Hadley (2002), “DDL learners are not seen simply as recipients of knowledge, but as researchers studying the regularity of the language” (p. 107), in other words, learners become autonomous and highly responsible for their own learning process.

The General English unit also contains two specific moments to explore vocabulary, and likewise the first focuses on lexical elements which have a certain grammatical pattern –



number expressions. The other vocabulary slot provides the study of collocations since there have always been mishaps regarding the combination of words which are used together with greater than usual frequency. As collocations help learners understand and manage lexis, the activity proposed in the unit aims at firstly giving them the chance to explore the language in use from an authentic text, and secondly, to promote an opportunity for experiencing with it to communicate ideas more efficiently.

### **Real-life Reading and Writing in ELT**

Both Reading and Writing play a vital role in English Language Teaching (ELT) since they promote communicative interaction among learners. They allow the association of ideas that enable learners to establish relations, either using authentic texts for Reading or providing Writing tasks embed in real-life interactions of the foreign language. As it has been said by Tenuta & Oliveira (2011), in order to favour the social nature of language, communicative devices (genres) should be part of ELT to aid learners to construct bridges between social purposes and language forms. Hence, ‘best practices’ should focus on genre texts, in which social elements, such as participants, context, content and purpose of discursive interactions, are found.

#### *Reading*

Reading is considered a complex activity since it involves orthographic, phonological, syntactic and semantic processing (ADAMS AND COLLINS, 1985, WAGNER, SCHATSCHNEIDER, and PHYTHIAN-SENCE, 2009 *apud*. ALKIALBI, 2015), besides the identification of communicative meanings and the articulation of ideas. In examining Reading, a useful starting point is to state that such “skill is generally considered to be of a highly individual nature; that is, no two readers approach or process a written text in exactly the same way. Nevertheless, there are general factors that have an impact on reading comprehension” (ALKIALBI, 2015, p.14).

Learners understand texts differently, there is definitely room for interpretation, according to background, social contexts, among other factors; however, a sense of minimum common understanding must occur. Therefore, both units in this work include opportunities for learners to show general comprehension of the texts in *while-reading* tasks, as well as personal viewpoints in *post-reading* ones.

Reading comprehension plays an important role in improving proficiency; it provides learners the tools to make progress and attain greater development in all areas of knowledge (ANDERSON, 1999 *apud.* ALKIALBI, 2015). However, presuppositions are often left unstated in texts, due to writers' code, thus generating problems for learners who do not share the relevant schema to decode them. Therefore, it is essential to underlie the two processes which are activated when learners read: lower-level or bottom-up (forms), and higher-level or top-down process (functions).

In top-down process, meaning is generated by the employment of background knowledge expectations, assumptions and questions, whereas in bottom-up, comprehension is achieved after looking closer into micro features of the language, such as lexis and grammar. Since there must be a mix of strategies that allow both processes to happen in language teaching, the reading activities begin with a *pre-reading* task in both units, so that learners may activate schemata. Afterwards, lexis and grammar are worked up.

### *Writing*

More authentic teaching improves Reading and Writing, and a connection between the two skills increases comprehension. Written texts take longer to be produced; they are less fragmented and involve more coherence than oral production, as writers must facilitate the readers' job in the construction of meaning. In addition, raising learners' awareness to different genres and text types (forms) is beneficial in ELT since social, historical, cultural and ideological aspects emerge from their background, thus helping them compare and contrast social purposes (generic structures) and grammatical uses (text structure).

Writing depends on familiarity with objectives and outlines of distinct genres. In order to aid learners in the composing process, certain decisions about teaching should be taken into consideration, such as the improvement of rhetorical discourse conventions and grammatical structures. Therefore, grammar is meant to be taught focusing on contextualized uses of the

language structures, so that learners are involved in meaningful communication tasks and are able to apply grammar knowledge to the particular situations proposed in each unit (HINKEL, 2011).

The writing sections in the units indispensably involve a social destination; there is room for information exchange, affection and purpose to make the written task an authentic production. The written activities were designed including three steps: planning (setting goals, organizing ideas, understanding task), text generation (converting ideas into texts), and reviewing (reading, revising, editing, evaluating). Firstly, *planning* is done through a group investigation in the General English unit; while in the Business English unit, the written production is an outcome of peer discussion. Finally, *reviewing* is proposed in two different forms that validate the social destination of the task - spreading learners' production in the school community and sending motivational/ inspirational quotes to each other via WhatsApp.

### **Grammar as Skill**

Genres are devices to convey meaning within a social purpose. When generic structures are included in English Language Teaching (ELT), attention is drawn to the discursive elements of the text. "Generic structures and text structures may be compared and contrasted in the language learning classroom" (PALTRIDGE, 1996, p. 241), thus aiding learners to build bridges between language functions and language forms (grammar and lexis). Hence, the units in this work were planned to promote pedagogical practices that focus on genre texts to reach lexical and grammatical content.

Even though the present and the past simple tenses have already been introduced at level B1, according to the Common European Framework of Reference for Languages (CEFR), these grammatical topics were selected as they are frequently revisited as part of the syllabus for this level. Grammar is presented at two stages in the General English unit, so that learners can gradually build awareness of the language. The lesson aims to raise learners' consciousness of the verb tenses usage for conveying facts and describing events.

The topic of generic factual and habitual conditionals was chosen for the Business English unit as it is a recurrent part of syllabus at A2 level, according to CEFR. The lesson aims to have learners communicate facts on the familiar topic of work; as well as produce short utterances that describe their ideas on the area of most immediate priority, *employment*.

As pointed out by Batstone (1994), there is a critical gap when teaching grammar either through production or process, as some features of the language may be lost or some forms may never emerge, respectively. Therefore, both units were designed to teach grammar as skill, and inductively. Learners' attention is guided, requiring them to notice grammar in order to make sense of language in context, presented through reading activities. The units were planned to allow learners to process language top-down, thus using background information to predict the meaning.

When "teaching grammar as skill, we can offer them [learners] rich and recurring opportunities to re-notice and restructure their hypotheses about language" (BATSTONE, 1994. p. 117); therefore, they progressively apply grammar to their language. The frequency of language activation brings biased choices to learners' interlanguage; therefore, practice opportunities must be raised. The more exposure learners have, the better their chances to develop.

Both controlled and freer activities designed in the units foster learners' practice so that they activate new knowledge more frequently in their working memory. Either codifying or decodifying language to express themselves, new knowledge may be attained in the procedural memory, thus making it part of learners' repositories (SCOVEL, 2001).

In addition, learning is part of an experiential continuum: reflection is the combination of problem-solving, hypothesizing, reasoning and testing (DEWEY *apud* MANTLE, 2010), hence immediate and delayed corrective feedback is also suggested in the Teacher's Guide for each unit, so that learners can critically reflect upon their grammar.

In conclusion, the units' objectives were stated in terms of functions rather than linguistic forms, providing sequences of communicative tasks to reach an outcome (WILLIS & WILLIS *apud* RODRÍGUEZ-BONCES, 2010). According to Rodríguez-Bonces (2010), "topics are relevant to the students' lives and make a sequence of different tasks feasible" (p.166). Thus, concluding activities give opportunities of real-life language use in both units.

## Oral Genres

“If the aim of English teaching is to produce students who are able to encounter the English-speaking world with confidence, then you can’t avoid bringing global English into the classroom, but bringing global English means two things in relation to language teaching because there are two sides of language teaching – teaching production and teaching comprehension. Now, I think the main impact of global English is in the teaching of comprehension [...]. A student who goes out into the world thinking that the only kind of English, he or she is ever going to encounter is the Received Pronunciation and British Standard English that he has learnt in the classroom, he is in for a shock [...] so as far as listening comprehension is concerned it is absolutely essential to mind to expose the student to as wide a variety of non-standard variations as possible.” (CRYSTAL, 2010)

Education should be transformative so that individuals develop intellectually and emotionally. The objective of the units herein designed is to provide learners with tools to communicate efficiently considering social and cultural contexts. While learners acquire and build knowledge, renewed understanding of the world is developed, thus empowering citizens to act not only locally, but also globally.

Receptive skills are related to the extraction of meaning from a discourse that is either seen or heard. There are several points to be considered when planning to work on them. Not only genre, grammatical complexity and lexical density should be pondered, but also variety of source, and on top of all, authenticity so that learners are exposed to variation. Therefore, when designing the units for this work, both written texts and recordings were chosen to aid building confident learners who are ready to understand Received Pronunciation (RP) and American Standard, as well as a wide variety of non-standard language. Authentic discourses produced by American and Latin American economists, journalists, entrepreneurs and housewives integrate the listening activities of the units. Therefore, learners have opportunities to be exposed to authentic language usage so that they can experiment with it, reflecting and rethinking, constructing new identities within a lingua franca.

### *Listening*

As far as listening activities are concerned, distinct speech acts pervade the authentic input. The more learners are offered opportunities to watch or listen to speakers and hearers implicating, presupposing and performing differently, the more they learn on understanding social behaviours and language choices.

As pointed out by Ableeva (2008), although listening comprehension primarily involves bottom-up, top-down and interactive processes, it also includes individual, social and cultural dimensions. Therefore, Flowerdew and Miller's, 2005, (*apud* ABLEEVA, 2008, p.3) model of second language listening comprehension was taken into consideration, as it includes strategic, contextualised, intertextual, critical, affective, cross-cultural, social and individualised dimensions.

Hence, in both units in this work, listening activities are introduced through the activation of schemata of the subject involved in the videos. Top-down activities recall learners' previous cognitive experience, thus enabling them to negotiate events, predicting what is likely to happen. Whereas bottom-up activities were designed to promote the processing of information through linguistic knowledge. For example, in the Business English unit, learners must match ideas shown in the video; this requires them to focus on speech perception and word recognition (ROST, 2002, *apud*. ABLEEVA, 2008, p.2), as well as on features which are unique to spoken language, such as sound modification, prosodic, hesitations, redundancy, among others.

Even though authenticity and purposefulness has some drawbacks since more than one interpretation of facts is possible, and learners will not necessarily notice they can use language in distinct situations, it is still worthy as, in accordance to Crystal (2010), learners have no control over the range of language they are going to encounter in real life since communication is mostly spontaneous and unpredictable.

### *Speaking*

Language can either separate people or bring them together. Although it is used as a means for communication, our communicative intention is what shapes it, not the other way around. Therefore, in the textbook units of this work, oral communication tasks were developed to engage learners in exchanging with a social purpose, ensuring they are aware of the social destination as they activate schemata to notice context, recipient and appropriateness of the language. Although there are specific speaking activities, oral practice permeates the whole units.

For Van Lier, 2007, (*apud* KURTZ, 2014, p.20-21) the blend of the IRF (Initiation Response and Follow-up) discursive model and an improvisational strategy leads to effective learning environment. For example, in the Business English unit, the *post-listening* activity is initiated

by prompted questions; however, there is spontaneity, flexibility and creativity in the language use as learners take risks in negotiating and co-constructing meaning during the conversation since the questions are open-ended. In addition, not only do learners have the chance to reflect upon their individual communicative performance, but also the collective one as group work is advisable.

Online tools are suggested throughout the units in order to promote learner's autonomy and language authority as it is an authentic multimodal material available to reach every individual in society, besides having great social impact in oral communication. For example, the use of *WhatsApp* in the Business English unit attempts to promote reflection on performance since learners can check their recordings. Also, the use of digital devices for research in the General English unit provides opportunity for autonomy and selection of real-life appropriateness of both language and information, while learners negotiate with their peers.

A debate is the oral outcome of the General English unit. Learners are expected to have a meaningful and respectful debate based on the gathered information. Although they prepare themselves in advance, there is room for improvisation as the teacher promotes *accountable talk* (MICHAELS *et al.*, 2010) during the session in order to enhance learners' participation and performance.

Oral communication that derives from authentic input and has a clear social purpose is also expected to bring some incidental learning, besides being used to practise the semantics since more stable meanings of the language are also crucial for effective communication.

### *Pronunciation*

'Explicit instruction' is applied in both units in this work. It "surpasses the teacher's task of formalizing the L2 system, since it also includes the composite of other teaching procedures aiming to highlight, review or draw, the student's attention to specific aspects of the target language otherwise tending to remain unnoticed by learners" (ZIMMER *et al.*, 2009, p.15).

In both units, activities on pronunciation start by drawing learners' attention to a pattern as, according to McClelland, 2001 (*apud* ZIMMER *et al.*, 2009, p.16-17), *noticing* reduces inappropriate reinforcements of L1 over L2; therefore, learners can successfully produce the target language in guided practice with feedback, and in further freer communicative practices.

## Feedback

According to Ur (1996), “feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (p. 242). However, there must be a clear distinction between positive and negative feedback. In accordance to Ellis (2009), positive feedback aims to foster learners’ motivation. Whereas negative feedback aims to either correct or assess learners’ discourse.

Corrective feedback seeks to give learners the opportunity to improve their linguistic skills and produce more accurate language, thus being a type of negative feedback. As far as oral corrective feedback is concerned, Ellis (2009) claims that the objective of the communicative activity must be taken into consideration. In case it focuses on developing accuracy, immediate corrective feedback is more efficient as it is a trigger to implement changes in learners’ own utterances instantaneously. On the other hand, if the task pursues the improvement of fluency, delayed corrective feedback is more appropriate since teachers do not interrupt learners (Ur, 1996). Concerning written corrective feedback, Ellis (2009) states that they promote effective acquisition when teachers highlight types of errors, instead of indicating all the mistakes.

Both units in this work propose the use of immediate and delayed corrective feedback. Learning is part of an experiential continuum; reflection is the combination of problem-solving, hypothesising, reasoning and testing (DEWEY *apud* MANTLE, 2010); thus, sections called *Corrective Feedback* were developed to promote reflection upon learners’ oral production. Teachers should give both positive and negative feedback. There are clear instructions in the teacher’s guides on when examples of learners’ utterances should be recorded for delayed corrective feedback, or when rephrasing and restating should be encouraged for immediate feedback.

Learners’ independent linguistic system, the interlanguage is a dynamic system, constantly reshaping itself, as it may not be fully responsive to pedagogical interventions, frequency, recency and saliency is essential for language efficiency (SCOVEL, 2001). Thus, detecting mistakes and reinforcing structures when receiving feedback can help learning to occur.



### *Informal Assessment*

Since both units in this work were developed for adult learners of English, it is preferable to have an assessment that involves impromptu feedback, coaching, eliciting, unplanned comments, suggestions and strategies for compensating difficulties. Therefore, suggestions for *informal assessment* (BROWN, 2004) permeate the units, especially as opportunities for learners to practise more.

*Peer-assessment* is also suggested as it encourages learners' autonomy, increases motivation and self-involvement in the acquisition of the second language. It is collaborative and learner-centred. For example, learners are asked to vote for the best performance in the debate at the end of the General English unit.

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