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CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS – CEI

PABLO RICARDO CARDOSO

TEACHING ENGLISH FOR BEGINNERS
The World around me
(Unidade Didática para o Ensino de Inglês)

Belo Horizonte

August 10th, 2017

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Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG como um dos requisitos para a obtenção de título de especialista.

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Agradecimentos

Agradeço primeiramente a Deus pela força e sabedoria.

Aos meus pais por me incentivarem a estudar e pelo apoio.

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Table of contents

Introduction

Learning something new is an exciting experience. Studying a second language should be one of these amazing times in which people feel empowered by their development. In fact, research has shown that being bilingual brings countless advantages to the brain. I have had that experience in my adult life. Despite always being fascinated by languages, I only started studying English when I went to the university.

One of the strongest reasons why I wanted to learn English was to travel abroad. After three years studying English I participated in an interchange program in Canada. I could not measure how much I learned every day. The adventure was so fascinating that on the next year I went to the United States on a similar program. Afterwards, I had the opportunity to start teaching English, even though I did not feel ready for such a serious task. For me, it was obvious that knowing how to speak a language was not enough to teach it. Moreover, differently from other English teachers, I was not working on a major in Languages. I was studying to be a Mathematics teacher.

Due to my lack of training as an English teacher, I started studying very hard in order to feel more confident and of course, offer my students high quality classes. Eventually I found out about the Specialization course at FALE and registered for it immediately. CEI has given me the foundation I needed to prepare my classes based on theory and research. This present paper is an attempt to use this knowledge and experience on the preparation of materials for classes.

I named this final paper *Teaching English for beginners: The World around me*. I challenged myself to design these units for beginners because in my teaching experience I realized that they are the ones that need the support of the material and the teacher the most.

The units follow a simple and clean layout. They are entitled *Workplace* and *Family*, respectively. They are not necessarily subsequent even though they are designed for students with the same age and level of proficiency. *The World around me* is intended for late teenagers and adults with an A2 level of English, a common reference level stablished by The Common European Framework of Reference for Languages: Learning, Teaching and Assessment. The units contain the sections: Warm up, Reading, Grammar, Now you know, Listening, Speaking and Writing. Vocabulary is explored within the sections. Infographics and Personal letters are the genres used in the projects the students are supposed to work on.

A teacher's guide is also provided with the answer key to all the exercises, background information for the units and sections in it and ideas for further practice.

At the end of this lesson plan, you will find a DVD containing a digital version of the units as well as the video selections and audio that are used.

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Rationale

The Communicative Approach, which was developed in the late 1960's, brought many new ideas to the teaching of English as a second language. According to Padurean (2014), the main objective of this approach is the students' fluency. In addition, one interesting characteristic is the use of authentic material throughout the textbooks other than texts constructed with "simplified" language focused on a specific grammar subject.

Considering that the textbook is one of the most important tools for teaching English as a second language, its development should be based on both research on language acquisition and teaching practices that are proven efficiently.

The unit 1 - *Workplace* provides authentic written and oral texts. The objective of the unit is to teach English for communication and interactions. The unit is divided into the sections: Warm up, Reading, Grammar, Listening, Speaking and Writing. The grammar topic studied is the *Imperative Mood* and the genre explored is *infographics*.

The Warm up section is a class discussion to help students start thinking of the subject presented in the unit and to activate previous knowledge.

In the Reading section, one infographic entitled *11 Ways to be more positive at work* is presented. Infographics or information graphics are frequently used nowadays, especially on the Internet. They are a modern and simple tool to convey meaning and share information. The students are used to this kind of genre on their daily lives and even though they are A2 learners, they will understand a lot just by using their previous knowledge and by observing the design and the images on the text. Hinkel (apud Schmidt 1995) explains the importance of authentic texts, such as the one we selected, to teach grammar. He states that "noticing and paying attention to the focal points of language and its linguistic features greatly enhances students' performance with complex syntactic structures and vocabulary." (p. 193).

To teach the grammar topic we aimed at the inductive method because we consider it rather successful. According to Thornbury, its greatest advantage

… is the fact that it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech. Knowledge obtained through the subconscious process of identification and incorporation of the presented grammatical rules into ones language system is characterized by greater

permanence and can be put into practice without conscious and time-consuming examination of the context from the grammatical point of view.

The activities in the Grammar section will help students notice the uses and structure of the Imperative mood in English. The students will have no problems understanding its function since they will have worked with sentences expressing suggestions in the reading section.

In the Listening section, the students will find pre-, during and post listening activities in the same way it is suggested by Richards (2008, apud Goh and Yusnita 2006). The activity consists of a short speech available on YouTube about networking. The speaker helps female professionals by providing them with five tips on how to build a strong business network. Students will predict suggestions they believe they might hear, listen to confirm predictions and summarize the tips using the imperative form. Different kinds of interactions will help them negotiate meaning and obtain better comprehension of the listening passage. After listening just to the audio, students will also have the opportunity to watch the video, to use visual effects to help their comprehension.

Richards (2008) discusses three functions of speaking: talk as interaction, talk as transaction and talk as performance. In the speaking activity, students will role-play a conversation, which is supposed to help them use language for a social purpose. According to this author, "when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others" (p. 22). Students will be practicing these abilities involved in using talk as interaction with an appropriate style of speaking.

The author affirms that teaching Speaking as interaction is probably the most difficult skill to teach because human interactions are very complex and subtle. He suggests "these are best taught by providing examples embedded in naturalistic dialogs that model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say" (p. 29).

The writing task will work with the construction of an infographic. Students will be invited to create this infographic to be displayed at the language institute in order to help other students to be more successful in their learning process. We believe that having

a purpose to write students will engage in the task and practice the grammar point taught in the unit indirectly.

In our unit, we work with the ideas defended by Derewianka (2003) regarding genre theory. According to her, "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" (p. 135). The author also explains that genre theory starts from the premise that language use is goal-oriented.

> Genres evolve within a culture to enable members of that culture achieve their social purposes. Certain purposes might involve satisfying basis needs such as shopping for food or telling the doctor about an illness. Some, such as casual conversation or gossip, might have a more interpersonal purpose in terms of establishing and maintaining social relationships. Others, such as poems and songs, might be of a more aesthetic nature (Derewianka, 2003, p. 136).

The unit 2 – *Family* follows the same pattern as the previous one. This simple and clean layout used in both units will help students to be familiarized with the material and to anticipate the skills they will be practicing. The unit starts with the Warm up section, in which students are supposed to express their ideas and practice what they have already learned.

The text in the reading section is about family issues. It was taken from a website called MedlinePlus, the National Institutes of Health's Website, produced by the National Library of Medicine. The section brings pre-, during and post activities. In each one of them the students will practice a specific strategy. Predicting information from the text, understanding vocabulary from context and summarizing are some of these strategies.

In the Listening section, a video clip from the TV show Everybody hates Chris is used. This TV show is an American sitcom that depicts an African American family from Brooklyn, NY. Even though the video shows a fictional family, it represents a real-life situation. In the clip, Chris's family makes fun of him because they do not believe he can date a "normal" girl. The students will try to predict why his family is making fun of him in a pre-listening activity. They will watch the video three times. One of the characters, Drew, explains that there are different kinds of intellectual disabilities. This will be an opportunity for the teacher to talk about it, emphasizing how the words used to describe

these disabilities change over the years, being currently perceived as insults. The teacher may also promote a discussion about bullying or disabilities.

The grammar point studied in the unit is *The genitive case*, which will be taught inductively. Students will notice from sentences taken from the audio the structure and the use of the genitive case. Some activities will support that. In order to practice farther, students will observe Chris's family tree and express relations between people using the –'s. A project to construct students' own family tree is proposed. This project is supposed to start in class and be continued extra class. A software downloaded from Myheritage.com will enable students to create their family trees, inserting names, places and date of birth of all relatives. The software can use the information uploaded to help users find long lost relatives. It also allows users to print great looking posters of their family trees. Students may use their family trees to introduce their families to their classmates. Vocabulary used to talk about family and relationships is reviewed and expanded using the family tree. In the *Now you know* section students will find a formal explanation of the Genitive Case followed by some examples for each rule. The students must also create some examples to ensure understanding.

The genre *Personal Letters* is presented in the writing section. Writing letters is not common anymore but since students are trying to magically communicate with an ancestor, letters seemed appropriate. The students will imagine they can send a letter back into the past to one of their grandparents. The purpose of this letter is to introduce themselves and talk about their close family. Practicing this kind of genre will help students improve their abilities to write texts with similar structure, such as emails.

The students will draft, edit and rewrite their letters, which will be then delivered to the teacher for correction and assessment.

In the Speaking section, students will choose one type of family to talk about on a short speech. This task was designed to practice speaking as performance. The structure of a speech is very similar to a written text. This will help students be more confident in their speaking since they will have time to research, plan, revise and rehearse their speeches.

According to Richards (2008),

> Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g, a speech of welcome), and

is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction (p. 27).

We believe this task will also favor students in their speaking through the rehearsal, since they will be able to choose the appropriate vocabulary, use correct pronunciation and grammar.

Richard (2008) suggests that different criteria should be used to evaluate different kinds of speaking activities. Therefore, the teacher must decide, "what successful completion of the activity involves".

The intention of this material is to help students to communicate with people that are part of their daily routine. *The World around me* was designed for basic level students, who already have the necessary tools to talk about familiar matters, to offer them the opportunity to discuss issues related to work and family. This material can be expanded with other units to continue to support students in their learning experience.

Participating in projects such as the elaboration of an infographic with suggestions to help students to be more successful and the creation of their own family tree will help students engage in communication with their peers and teachers as well as give them the opportunity to use language to express their opinions and ideas.

The use of authentic material on these units was of paramount importance to develop critical literacy on the students. It would have been easier to select authentic material to work with more advanced students, since they would have the necessary proficiency to work with more complex written and oral texts.

Mattos and Valério, (2010) define authentic material as those that were not created for educational purposes. According to critical literacy, authentic material is the most efficient to help students understand language in use in real life situations. The use of infographics found online, a short speech to help professional women, a text from a medical website and a clip from a TV show will definitely give the students chances to analyze how the English language is used in real life situations. Consequently, students will improve their skills and be more confident to communicate in English.

The teacher's guide for these lessons provides extra information on topics used – during the sections of each unit in order to give teachers the necessary background for

their classes. It also contains the answer-key for all the activities and the audio scripts for the listening passages.

All the images were found online and their links are available at the end of this paper. The listening passage was extracted from a YouTube video, whose link is also available. The clip from the TV show is also available on YouTube.

Unit 1 – Workplace

Warm up

- How is your routine at work/school?
- How is your relationship with colleagues/classmates?
- What do you like to do on your free time?

Reading

A. Discuss the following questions with your classmates.

- What are the characteristics of a good professional?
- What does a person need to be professionally successful?
- What can make you have a bad day at work?

B. Read the infographic "11 ways to be more positive at work" and divide the suggestions into two categories. Then check your answers with your colleagues.

Suggestions to make you...	
happier	
more productive	

Source: http://www.oreillyrecruitment.ie/blog/wp-content/uploads/2014/04/11-ways-to-be-more-positive-at-Work.jpg

C. Complete the sentences[1] with the following words and expressions found in the text.

ahead	stick	Commute
deserve	entail	be willing
get on with	improve	rush

1. "I think any wealthy person has to think,' Do I really ___ to have this much money?"
2. "What a delicious way to use leftover rice. Or plan ___ and cook the rice in advance and refrigerate it so the grains…"
3. "… Maybe infection, possibly serious. All medical procedures ___ a certain amount of risk, Jeff, especially experimental ones."
4. "And now that it's past, we just want to ___ doing what we always wanted to do: Play heavy-metal."
5. "When it costs more time and money to ___ and park downtown, people will use rail."
6. "… taxes to transactions should also be reformed. I ___ and happy to debate solutions to the problem of excessive…"
7. "… outstanding performances, you almost feel as if you want to ___ into a hot shower after watching the film."
8. "Unfortunately, participants within the CrossFit class did not ___ across all muscular fitness items. Specifically, 60% of group…"
9. "… doing now was against the rules. I was supposed to ___ to business and limit the time of each call…"

Grammar – The Imperative Mood

A. What is the function of these sentences?

Stay positive.   Be proactive.   Don't rush.

( ) ask a question   ( ) state a fact   ( ) give a suggestion

---

[1] All these sentences were taking from Corpus of Contemporary American English website at https://corpus.byu.edu/coca/

NOTICE
Do Not Smoke In This Area
(   )

Write your report again.
(   )

Open the program and let's check those numbers.
(   )

Please, help me with my report.
(   )

Listen to their suggestions.
(   )

B. Match the pictures to their functions.

(1) Instruction   (3) Command   (5) Request

(2) Prohibition   (4) Advice

C. Read the text again and underline all the pieces of advice. Which ones are in the negative form?

D. Paraphrase the sentences without using DON'T.

|	
Don't rush, as you are more likely to make mistakes that way.	
Don't expect work happiness to come to you.	

NOW YOU KNOW!

Underline the correct words to create a formal definition for the grammar topic studied

The *indicative / imperative / subjunctive* is a grammatical mood that expresses commands, *questions / requests*, *prohibition /supposition,* permission, or any other kind of *advice / facts*.

Listening - Networking tips for women professionals

Alaia Williams is the president of One Organized Business. In this short presentation, she gives suggestions for women professionals on how to build a strong business network.
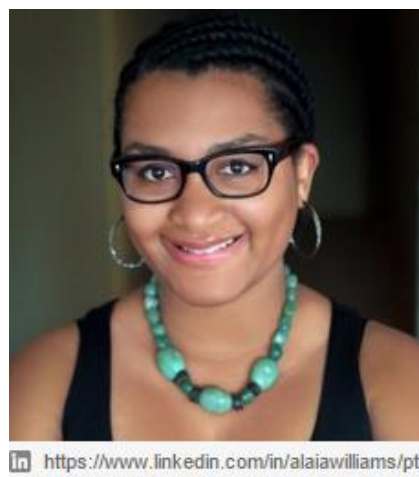
A. Before you listen to Ms. Williams, talk to your classmates and try to predict which suggestions she is going to give.

B. Listen to the audio. Circle any words or sentences that you guessed correctly.

C. Listen again. Write down any new information that you hear in the audio.

D. Listen again and write the five tips using your own words.

1.
2.
3.
4.
5.

E. Watch the video and use the visual effects to help you confirm the five suggestions.

Link: https://www.youtube.com/watch?v=dwXYxN1UdHM

Speaking

Work in pairs. Use the role cards to role-play a conversation. You say a problem you have and then your friend will give you a suggestion to resolve it. Use the useful language box to help you. Remember to start and finish the conversation naturally.

Student A	Student B
Demanding boss	Working too far
Crowded bus	Too tired
Rude colleague	Too busy at work/school

Useful Language
Oh! I am sorry to hear that.	That's too bad!	
That's terrible!	Listen! Ask/Do/Take ….	

Writing

A. Observe the infographic and tick all the characteristics of this type of text.

An infographic…

(　) is a narrative　　　　　　　　　　(　) has an appealing design

(　) uses lots of images　　　　　　　　(　) is a long text

(　) is simple　　　　　　　　　　　　(　) uses lots of colors

B. Create an infographic to be displayed at school. Give suggestions to help other students to be more successful. Remember to include some tips on what NOT to do. Use this page to write some ideas and to create your first draft.
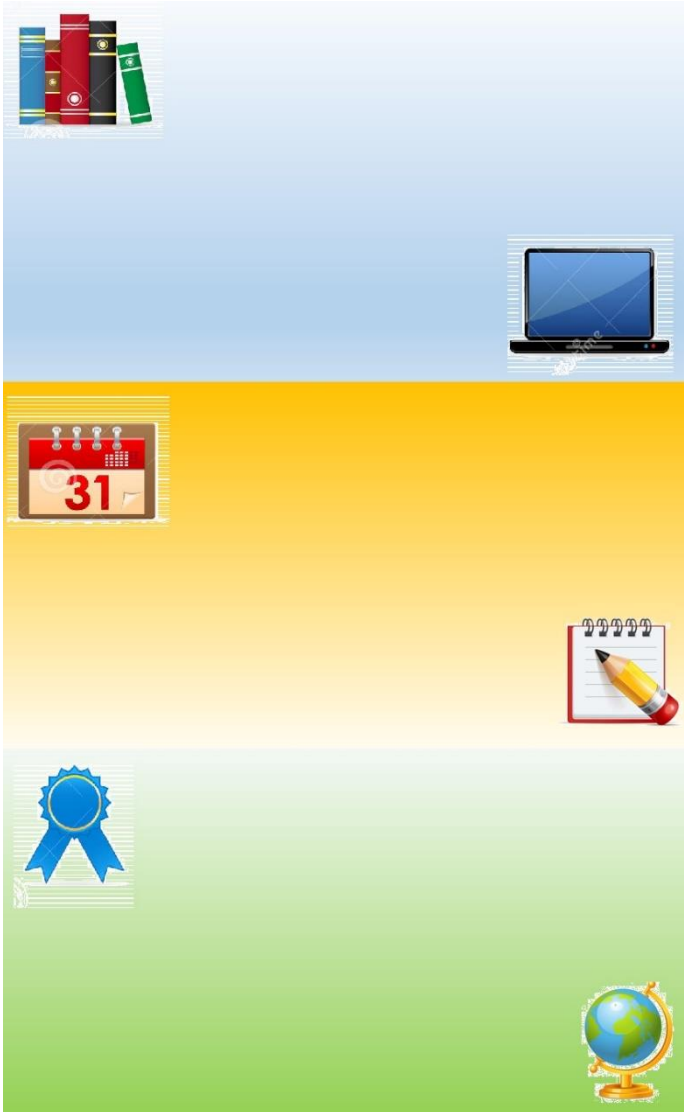
Infographics

Information graphics or infographic are graphic visual representations of information, data or knowledge intended to present information quickly and clearly.

Source: https://en.wikipedia.org/wiki/Infographic

Unit 2 – Family

Warm up

- Do you have a big family? How many people are there?
- Who is the person you admire the most in your family? Why?
- What kind of family problems can a person have?

Reading

A. Before you read the text, discuss these questions.

- What kinds of families can you think of?
- What is the definition of *family*?
- Which situations can bring problems to families?
- How can people solve problems with their families?

B. Read the text "Family Issues". Circle the words you do not know. Try to understand their meanings by the context.

Family Issues

There are many kinds of families. Some have two parents, while others have a single parent. Sometimes there is no parent and grandparents raise grandchildren. Some children live in foster families, adoptive families, or in stepfamilies.

Families are much more than groups of people who share the same genes or the same address. They should be a source of love and support. This does not mean that everyone gets along all the time. Conflicts are a part of family life. Many things can lead to conflict, such as illness, disability, addiction, job loss, school problems, and marital issues. Listening to each other and working to resolve conflicts are important in strengthening the family.

Source: https://www.nlm.nih.gov/medlineplus/familyissues.html

C. Use the words from the box to entitle each picture.

| illness | disability | addiction |
| job loss | school problems | marital issues |

_____

_____

_____

_____

_____

_____

D. Match the two columns to create a glossary.

1. to raise   (   ) a family who takes care of a child for a period of time;

2. foster family   (   ) to like and to be friendly to each other;

3. stepfamily   (   ) to look after a child until he or she becomes an adult;

4. support   (   ) to cause something to happen;

5. to get along   (   ) a family formed after a divorce;

6. to lead   (   ) help and kindness that you give to someone who is having a difficult time.

E. Summarize the text into four sentences using your own words then share your sentences with your classmates.

_____

_____

_____

_____

Listening – Making fun of family members

A. In most families, it is very common to make fun of each other. Chris has a date to the homecoming dance, a party in which former students come back to school to celebrate. In pairs, try to predict how Chris's family is going to make fun of him.

FRIDAYS 8/7c
everybody hates chris

| |
| |
| |
| |

B. Watch the clip from the episode *Everybody hates homecoming* and circle any words or sentences that you guessed correctly. Share this information with your classmate.

Link: https://www.youtube.com/watch?v=9EhkrRHLHEY

C. Watch the video a second time and complete the extract below with the intellectual disabilities that Chris's date might have, according to his brother and his sister.

Tonya: I told you there was something wrong with her. She's _____.

Julius: Your brother's date is not retarded.

Drew: Well, she could be, but there's different levels. She could be a _____, an _____, an _____ or a _____. _____ have the highest IQ of the mentally retarded, so if something's wrong with her, you may not notice at first.

DEBATE

- Do you use any of these words to offend or to make fun of people?
- What do you understand about bullying?
- Do you know anyone with a mental disease?
- What can we do to be more respectful and considerate of people with disabilities?

D. Watch the video a third time to check your answers.

Grammar – The Genitive Case

A. Choose the closest in meaning to the sentences:
   "Your brother's date is not retarded".

(   ) Your brother is date.

(   ) The date of your brother is not retarded.

(   ) The brother of your date is not retarded.

"I need you to work my shift Saturday night at Doc's".

(   ) I need you to work my shift Saturday night at Doc is.

(   ) I need you to work my shift Saturday night at Doc of a grocery store.

(   ) I need you to work my shift Saturday night at Doc's grocery store.

B. Complete the vocabulary chart with words you know. Observe Chris's family tree and write some sentences about their relations. Follow the examples.
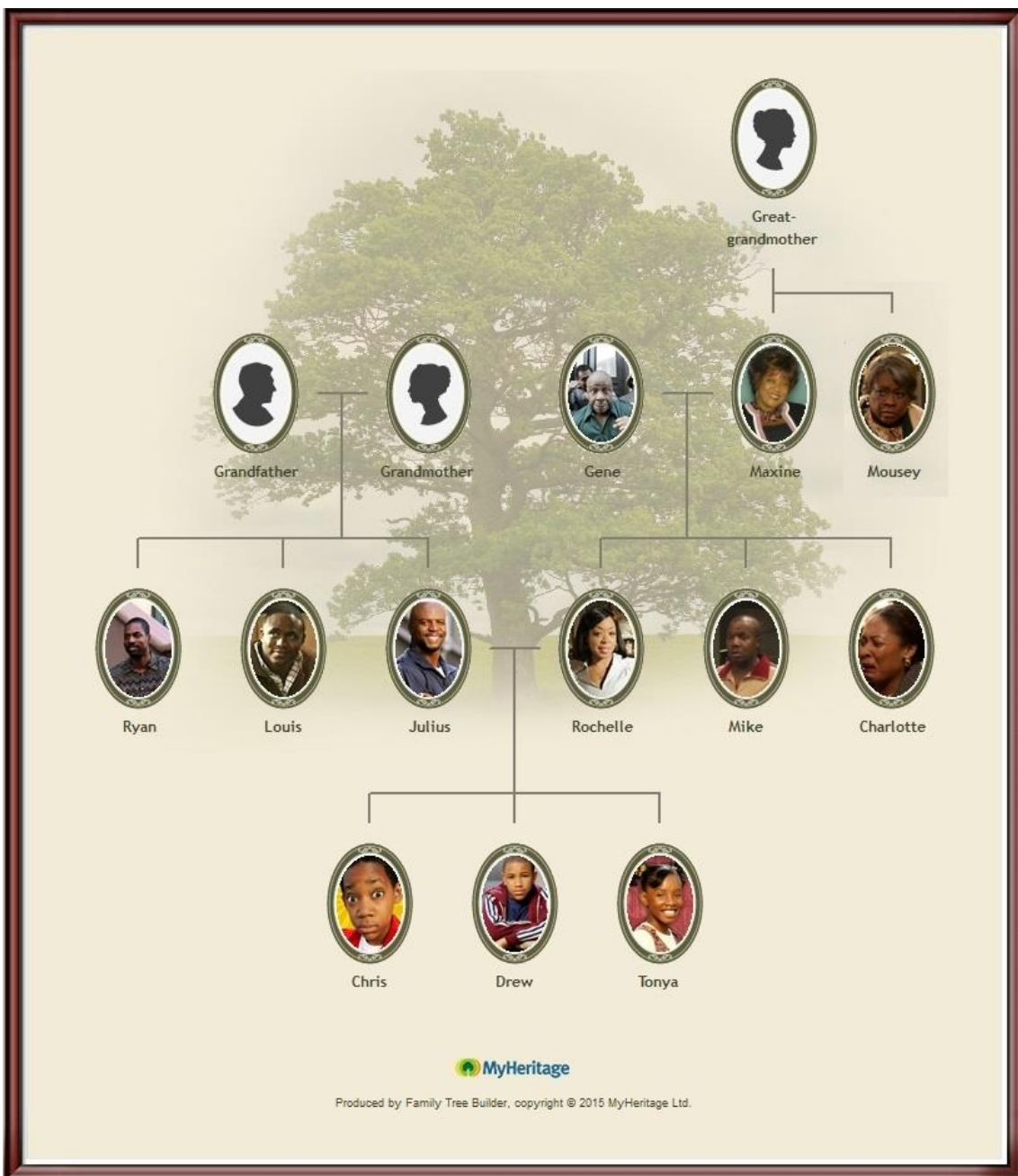
Masculine	Feminine	Relationship
Brother		Sibling
	Daughter	Child / Kid
	Mother	Parent
Husband	Wife	Spouse
Grandfather / Grandpa	_____ / Grandma	Grandparent
Grandson		Grandchild
Uncle	Aunt	Father's or Mother's sibling
Cousin	Cousin	_____'s or Aunt's child
Nephew	Niece	Brother's or _____'s child

Chris is Drew's brother.

Tonya is Chris's _____.

Chris and Drew are Julius's _____.

Tonya is Julius's _____.

_____, _____ and _____ are Julius and Rochelle's children.

Gene and Maxine are _____'s parents.

Mousey is Rochelle's _____.

Ryan is the boys' favorite _____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

NOW YOU KNOW!

We use the genitive case (-'s) to show possession or a type of relationship. Find more sentences using the genitive case and share them with your friends.

Jenise is your brother's date.　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Ryan is the boys' favorite uncle.　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Chris is Julius and Rochelle's son.　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

I need you to work my Saturday shift at　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Doc's.　　　　　　　　　　　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Writing – a letter to an ancestor

A. Use the Family Tree Builder Software to create your own family tree. Go to https://www.myheritage.com and sign up. Ask your parents and grandparents for help to add your relatives' names, places and date of birth into your tree. When you finish you can print a poster of your family tree and display it on the classroom mural.

B. People don't write letters to their loved ones anymore. Nowadays people usually write e-mails and text messages to communicate with friends and family. Imagine you could send a letter back in time to one of your great-great-grandparents. Write a letter to your ancestor and tell him/her about your close family.
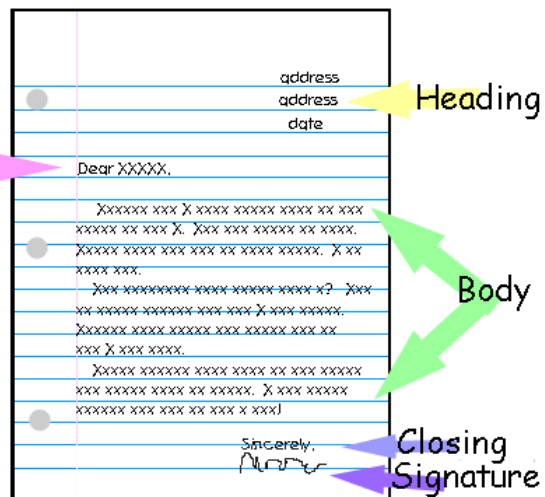
C. After the first draft of your letter take a moment to edit it and correct possible mistakes. Make sure you use all the parts of a personal letter (heading, greeting, body of the text, closing and signature). Finally, rewrite your letter and hand it in to your teacher.

Speaking

A. Choose one of the following types of family. Prepare a 1-2-minute speech to explain it to your classmates. Remember to be calm, speak clearly and try to answer any questions your audience might have.

Nuclear Family
Single Parent Family
Extended Family
Blended Family
Childless Family
Stepfamily
Grandparent Family
Same-sex Family
Adoptive / Foster Family
Other
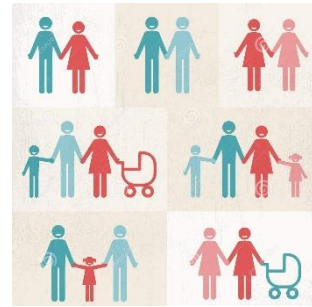
UNIT 1 - WORKPLACE

Warm up

This is a discussion section to help students start thinking about the subject of the lesson and to activate background knowledge. Make sure students use Simple Present to talk about their routine at work, school and their free time. Help students feel comfortable to speak. Focus on communication and not on accuracy.

Reading

A. Pre-reading activity – Tapping background knowledge (Answers will vary).

Give students some time to write down their answers; correct orally with the whole group.

What are the characteristics of a good professional?

Help students with some adjectives they know.

Suggested answers: Punctual, responsible, hardworking ...

What does a person need to be professionally successful?

Suggested answers: Make enough money, be happy, be recognized ...

What can make you have a bad day at work?

Suggested answers: Being sick, too much work ...

B. During-reading activity – Comprehension of the suggestions to separate them into categories (Answers will vary). Correct orally with the whole group.

Remember students to paraphrase and not copy the whole sentences.

Suggestions to make you…	
happier	Listen to music, Adapt, Take criticism to improve your work, Stay healthy, Be positive
more productive	Plan your day, Arrive early, Take breaks, Get on with boring tasks, Take your time, Be proactive,

C. Post-reading activity – Building vocabulary knowledge using the context of the sentences. Correct orally.

1. *deserve*
2. *ahead*
3. *entail*
4. *get on with*
5. *commute*
6. *am willing*
7. *rush*
8. *improve*
9. *stick*

Grammar – The Imperative Mood

The grammar point must be taught inductively. The activities will help students notice the structure and functions of the Imperative.

A. (X) give a suggestion

B. Match the pictures to their functions.

(1) Instruction. *Open the program and let's check those numbers.*

(2) Prohibition. *NOTICE – Don not smoke in this area.*

(3) Command. *Write your report again.*

(4) Advice. *Listen to their suggestions.*

(5) Request. *Please help me with my report.*

C. In this activity students will underline all the sentences from the text in the Imperative form. Students are supposed to notice and rewrite the two sentences in the negative form. Tell students to paraphrase.

Don't rush as you are more likely to make mistakes that way.
Don't just expect work happiness to come to you.

D. Ask students to pair up. This activity will work on farther comprehension of the text. Go around the class helping students paraphrase the sentences to change the affirmative/negative structure. Answers will vary.

Don't rush, as you are more likely to make mistakes that way.	*Do things calmly so you don't do anything wrong.*
Don't expect work happiness to come to you.	*Change things so you are a happier professional.*

NOW YOU KNOW!

Ask students to underline the correct words in order to create a formal definition for the grammar topic studied.

The *imperative* is a grammatical mood that expresses commands, *requests*, *prohibition,* permission, or any other kind of *advice.*

Listening

A. Pre-listening – Students write down their predictions using the Imperative. Ask students to share their predictions with the group.

B. First listening – Tell students to focus on the general ideas and to check if they guessed any words, phrases or ideas correctly.

Audio Script

Networking can be an incredibly valuable way for any woman to build their business or professional career. The most import thing to remember is to show up. Nothing happens if you show up and people don't meet you. So you gotta really get out there and bust through your fears and meet people and introduce yourself. The next thing that's really important to know is who you wanna connect with. Do you actually have a business that targets other women? Then you probably wanna go to women's organizations, women's networking groups to connect with, you know, your intended audience. Who do you wanna connect with? How can you help them? And what do you wanna get out of the particular event? Those are all key things to remember. The next thing is to be prepared and be professional. Know who you're dealing with. Know who the host and hostess is. Ask how you can help and always show up with business cards with accurate information. Your business card should reflect a great business tone but also your own personal style and flair as well. The next thing to do is to follow up. I know as women we tend to manage a lot of things at once, and do a lot of multitasking but the growth and real power of networking comes from follow up. So make the time to build

relationships with other professionals that are going to grow your business. Follow up with people within 48 hours while you're fresh in their minds. If you show up prepared, professional and ready to connect, you'll make a powerful impact as a woman in the business world.

C. Second listening. Have students take notes on new information.

D. Have a discussion with the group to confirm comprehension. Tell them to focus on the 5 tips given and write them using their own words.

1. Always show up.
2. Determine who you want to connect with.
3. Ensure you are prepared and professional.
4. Put your tone and personality on your business card.
5. Be sure to follow-up.

E. Watching the video will give the students the opportunity to focus on facial expressions and gestures. In the video, the five tips are shown in pieces of paper.

Link: https://www.youtube.com/watch?v=dwXYxN1UdHM

Speaking

Have students pair up. Each student chooses 3 problems from the box and write down another one. Tell students to role-play the conversation naturally. Go around the classroom and check if students are giving suggestions using the imperative correctly.

Student A	Student B
Demanding boss	Working too far
Crowded bus	Too tired
Rude colleague	Too busy at work/school

Make sure students use the expressions from the Useful language box (or similar ones) to sound more naturally in their interactions.

Writing

A. The genre infographic is very common in newspapers, the Internet, school and work reports. This activity will help students focus on its main characteristics. Read the title of the infographic. Ask each student to read a suggestion aloud. For further practice, you

may have students give other suggestions. For example: Don't play on your phone. Don't drink coffee. Sleep 7 to 8 hours. Correct orally.

(X) uses lots of images (X) is simple

(X) has an appealing design (X) uses lots of colors

B. Make groups of 3 or 4 students to work on this project. Give students a couple of days to organize themselves, collect data, pictures or photos to create their infographic. Ask the students to write their first draft in class. Students will help each other edit and rewrite their text. Correct and assess their work before displaying it at school. If necessary, give students another chance to improve it.

UNIT 2 - FAMILY

Warm up

This is a discussion section to help students start thinking about the subject of the lesson and to activate background knowledge. Make sure students use *There be* to tell how many relatives they have and *Superlative* to describe a relative they look up to. Ask questions and show interest. Help students feel comfortable to speak. Focus on communication and not on accuracy.

What kind of family problems can a person have?
Suggested answers: Health problems, money problems, violence, abuse ...

Reading

A. Pre-reading activity – Tapping background knowledge (Answers will vary).
Give students some time to write down their answers; correct orally with the whole group.

- What kinds of families can you think of? *Check the next page*
- What is the definition of *family*? *a group of people who live together and are related to one another, usually consisting of parents and children. (http://www.macmillandictionary.com/dictionary/british/family_1); people who love and take care of each other ...*

- Which situations can bring problems to families? *A disease, rebel teenagers, the loss of a loved one, job loss …*

- How can people solve problems with their families? *With love and comprehension.*

Types of Family

Source: http://family.lovetoknow.com/about-family-values/types-family-structures

Family structure has changed dramatically over the last 50 years. The "Leave it to Beaver" family (American television sitcom) is no longer the standard, and several variations on family have been created. There are six specific types of family structures identified by society today.

Family Structures

The following types of families exist today, with some families naturally falling into multiple categories. For example, a single parent family who lives in a larger, extended family. While these types of families are distinct in definition, in practice the lines are less clear.

Nuclear Family

The nuclear family is the traditional type of family structure. This family type consists of two parents and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults. According to U.S. Census data, almost 70 percent of children live in a nuclear family unit.

Single Parent Family

The single parent family consists of one parent raising one or more children on his own. Often, a single parent family is a mother with her children, although there are single fathers as well. The single parent family is the biggest change society has seen in terms of the changes in family structures. One in four children is born to a single mother. Single parent families are generally close and find ways to work together to solve problems, such as dividing up household chores. When only one parent is at home, it may be a struggle to find childcare, as there is only one parent working. This limits income and

opportunities in many cases, although many single parent families have help from relatives and friends.

Extended Family

The extended family structure consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together. This type of family structure may form due to financial difficulties or because older relatives are unable to care for themselves alone. Extended families are becoming increasingly common all over the world.

Childless Family

While most people think of family as including children, there are couples who either cannot or choose not to have children. The childless family is sometimes the "forgotten family," as it does not meet the traditional standards set by society. Childless families consist of a husband and wife living and working together. Many childless families take on the responsibility of pet ownership or have extensive contact with their nieces and nephews as a substitute for having their own children.

Stepfamily

Over half of all marriages end in divorce, and many of these individuals choose to get remarried. This creates the stepfamily, which involves two separate families merging into one new unit. It consists of a new husband and wife and their children from previous marriages or relationships. Stepfamilies are about as common as the nuclear family, although they tend to have more problems, such as adjustment periods and discipline issues. Stepfamilies need to learn to work together and also work with their exes to ensure these family units run smoothly.

Grandparent Family

Many grandparents today are raising their grandchildren for a variety of reasons. One in fourteen children is raised by his grandparents, and the parents are not present in the child's life. This could be due to parents' death, addiction, abandonment or being unfit parents. Many grandparents need to go back to work or find additional sources of income to help raise their grandchildren.

Variety of Structures

There is no right or wrong answer when it comes to what is the best type of family structure. As long as a family is filled with love and support for one another, it tends to

be successful and thrive. Families need to do what is best for each other and themselves, and that can be achieved in almost any unit.

B. During-reading activity – Comprehension and guessing of new word meanings. Tell students the activities C and D will help them understand vocabulary. Any words that are not in these exercises must be explained afterwards.

Family Issues

There are many kinds of families. Some have two parents, while others have a single parent. Sometimes there is no parent and grandparents raise grandchildren. Some children live in foster families, adoptive families, or in stepfamilies.

Families are much more than groups of people who share the same genes or the same address. They should be a source of love and support. This does not mean that everyone gets along all the time. Conflicts are a part of family life. Many things can lead to conflict, such as illness, disability, addiction, job loss, school problems, and marital issues. Listening to each other and working to resolve conflicts are important in strengthening the family.

Source: https://www.nlm.nih.gov/medlineplus/familyissues.html

About MedlinePlus

MedlinePlus is the National Institutes of Health's Web site for patients and their families and friends. Produced by the National Library of Medicine, the world's largest medical library, it brings you information about diseases, conditions, and wellness issues in language you can understand. MedlinePlus offers reliable, up-to-date health information, anytime, anywhere, for free.

C. During-reading activity – Using pictures to learn vocabulary

School problems	Addiction

Marital issues	Illness
Job loss	Disability

D. During-reading activity – Matching words and their definitions.

1. to raise	(2) a family who takes care of a child for a period of time;
2. foster family	(5) to like and to be friendly to each other;
3. stepfamily	(1) to look after a child until he or she becomes an adult;
4. support	(6) to cause something to happen;
5. to get along	(3) a family formed after a divorce;
6. to lead	(4) help and kindness that you give to someone who is having a difficult time.

E. Post-reading activity – Summarizing the ideas from the text.

There are many different types of families.

Families are not people that just live together.

Families need to love and help each other.

It's common that families have problems.

Communication is very important to resolve family problems.

Listening – Making fun of family members

A. Pre-listening activity. In pairs, students try to predict reasons why Chris's family might make fun of him.

B. First listening – Tell students to focus on the general ideas and to check if they guessed any words, phrases or ideas correctly.

Link: https://www.youtube.com/watch?v=9EhkrRHLHEY

   Audio Script

CHRIS (NARRATING) - Since I was going to the dance with Jenise, I needed to cancel a date with Doc's.

CHRIS - Drew, I need you to work my shift Saturday night at Doc's.

ROCHELLE - He's already taking your place working after school. You need him to work on weekends, too?

DREW - Oh, it's okay, Mom. I could use the money.

ROCHELLE - Well, what do you have to do anyway?

CHRIS - I have a date to the Homecoming Dance.

TONYA - A date? What's wrong with her?

CHRIS - Nothing. Her name's Jenise, and she lives in Park Slope.

ROCHELLE - Park Slope? That's expensive. And she goes to your school?

TONYA - I told you there was something wrong with her. She's retarded.

JULIUS - Your brother's date is not retarded.

DREW - Well, she could be, but there's different levels. She could be a moron, an imbecile, an idiot or a cretin. Morons have the highest IQ of the mentally retarded, so if something's wrong with her, you may not notice at first.

CHRIS (NARRATING) - Like the first time you watch Bill O'Reilly.

CHRIS - Why is it so hard to believe I have a date with a perfectly nice, normal girl?

LAUGHING OUT LOUD

ROCHELLE - Hello? Hello? … Oh... oh, stop.

CHRIS - You finished?

JULIUS - Yeah, yeah. But you have to admit, that was pretty funny.

Bill O'Reilly (political commentator)

Source: https://en.wikipedia.org/wiki/Bill_O%27Reilly_(political_commentator)

William James O'Reilly, Jr. (born September 10, 1949) is an American television host, author, historian, journalist, syndicated columnist, and political commentator. He is the host of the political commentary program The O'Reilly Factor on the Fox News Channel. During the late 1970s and 1980s, he worked as a news reporter for various local television stations in the United States and eventually for CBS News and ABC News. From 1989 to 1995, he was anchor of the news magazine program Inside Edition.

O'Reilly is widely considered a conservative commentator, though some of his positions diverge from conservative orthodoxy. O'Reilly is registered as a member of the Independence Party of New York, and was formerly registered as a Republican (see: Political views of Bill O'Reilly) and characterizes himself as a

"traditionalist." O'Reilly is the author of over a dozen books, and hosted The Radio Factor until early 2009.

C. Second listening – Tell students to fill the blanks with the words they hear. Ask students to focus on the Intellectual Disabilities Drew mentions.

Tonya: I told you there was something wrong with her. She's _retarded_.

Julius: Your brother's date is not retarded.

Drew: Well, she could be, but there's different levels. She could be a _moron,_ an _imbecile,_ an _idiot_ or a _cretin. Morons_ have the highest IQ of the mentally retarded, so if something's wrong with her, you may not notice at first.

Intellectual Disability

Source: https://en.wikipedia.org/wiki/Intellectual_disability#Terminology

Intellectual disability (ID), also called intellectual development disorder (IDD) or general learning disability, and formerly known as mental retardation (MR), is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ score below 70 in addition to deficits in two or more adaptive behaviors that affect every day, general living. Once focused almost entirely on cognition, the definition now includes both a component relating to mental functioning and one relating to individuals' functional skills in their environments. As a result of this focus on the person's abilities in practice, a person with an unusually low IQ may not be considered intellectually disabled. Intellectual disability is subdivided into syndromic intellectual disability, in which intellectual deficits associated with other medical and behavioral signs and symptoms are present, and non-syndromic intellectual disability, in which intellectual deficits appear without other abnormalities. Down syndrome and fragile X syndrome are examples of syndromic intellectual disabilities.

Intellectual disability affects about 2–3% of the general population. 75–90% of the affected people have mild intellectual disability. Non-syndromic or idiopathic cases accounts for 30–50% of cases. About a quarter of cases are caused by a genetic disorder. Cases of unknown cause affect about 95 million people as of 2013.

The terms used for this condition are subject to a process called the euphemism treadmill. This means that whatever term is chosen for this condition, it eventually becomes perceived as an insult. The terms mental retardation and mentally retarded were invented in the middle of the 20th century to replace the previous set of terms, which were deemed to have become offensive. By the end of the 20th century, these terms themselves have come to be widely seen as disparaging, politically incorrect, and in need of replacement. The term intellectual disability is now preferred by most advocates and researchers in most English-speaking countries. As of 2015, the term "mental retardation" is still used by the World Health Organization in the ICD-10 codes, which have a section titled "Mental Retardation" (codes F70–F79). In the next revision, the ICD-11 is expected to replace the term mental retardation with either intellectual disability or intellectual developmental disorder, which the DSM-5 already uses. Because of its specificity and lack of confusion with other conditions, the term "mental retardation" is still sometimes used in professional medical settings around the world, such as formal scientific and health insurance paperwork.

Terminology

Terms that denote mental deficiency have been subjected to the euphemism treadmill. The several traditional terms that long predate psychiatry are simple forms of abuse in common usage today; they are often encountered in such old documents as books, academic papers, and census forms (for example, the British census of 1901 has a column heading including the terms imbecile and feeble-minded).

Negative connotations associated with these numerous terms for intellectual disability reflect society's attitude about the condition. Some elements of society seek neutral medical terms, while others want to use such terms as weapons of abuse.

Today, new words like special or challenged are replacing the term retarded. The term developmental delay is popular among caretakers and parents of individuals with intellectual disability because delay suggests that a person is slowly reaching his or her full potential rather than being disabled.[citation needed]

Usage has changed over the years and differed from country to country. For example, mental retardation in some contexts covers the whole field but previously applied to what is now the mild MR group. Feeble-minded used to mean mild MR in the UK, and once applied in the US to the whole field. "Borderline intellectual functioning" is not currently defined, but the term may be used to apply to people with IQs in the 70s.

People with IQs of 70 to 85 used to be eligible for special consideration in the US public education system on grounds of intellectual disability.[citation needed]

- Cretin is the oldest and comes from a dialectal French word for Christian. The implication was that people with significant intellectual or developmental disabilities were "still human" (or "still Christian") and deserved to be treated with basic human dignity. Individuals with the condition were considered to be incapable of sinning, thus "Christ-like" in their disposition. This term has not been used in scientific endeavors since the middle of the 20th century and is generally considered a term of abuse. Although cretin is no longer in use, the term cretinism is still used to refer to the mental and physical disability resulting from untreated congenital hypothyroidism.

- Amentia has a long history, mostly associated with dementia. The difference between amentia and dementia was originally defined by time of onset. Amentia was the term used to denote an individual who developed deficits in mental functioning early in life, while dementia included individuals who develop mental deficiencies as adults. During the 1890s, amentia meant someone who was born with mental deficiencies. By 1912, ament was a classification lumping "idiots, imbeciles, and feeble minded" individuals in a category separate from a dement classification, in which the onset is later in life.

- Idiot indicated the greatest degree of intellectual disability, where the mental age is two years or less, and the person cannot guard himself or herself against common physical dangers. The term was gradually replaced by the term profound mental retardation (which has itself since been replaced by other terms).

- Imbecile indicated an intellectual disability less extreme than idiocy and not necessarily inherited. It is now usually subdivided into two categories, known as severe intellectual disability and moderate intellectual disability.

- Moron was defined by the American Association for the Study of the Feeble-minded in 1910, following work by Henry H. Goddard, as the term for an adult with a mental age between eight and twelve; mild intellectual disability is now the term for this condition. Alternative definitions of these terms based on IQ were also used. This group was known in UK law from 1911 to 1959–60 as feeble-minded.

- Mongolism and Mongoloid idiot were medical terms used to identify someone with Down syndrome, as the doctor who first described the syndrome, John Langdon

Down, believed that children with Down syndrome shared facial similarities with Blumenbach's "Mongolian race." The Mongolian People's Republic requested that the medical community cease use of the term as a referent to intellectual disability. Their request was granted in the 1960s, when the World Health Organization agreed that the term should cease being used within the medical community.

- In the field of special education, educable (or "educable intellectual disability") refers to ID students with IQs of approximately 50–75 who can progress academically to a late elementary level. Trainable (or "trainable intellectual disability") refers to students whose IQs fall below 50 but who are still capable of learning personal hygiene and other living skills in a sheltered setting, such as a group home. In many areas, these terms have been replaced by use of "moderate" and "severe" intellectual disability. While the names change, the meaning stays roughly the same in practice.

- Retarded comes from the Latin retardare, "to make slow, delay, keep back, or hinder," so mental retardation meant the same as mentally delayed. The term was recorded in 1426 as a "fact or action of making slower in movement or time." The first record of retarded in relation to being mentally slow was in 1895. The term mentally retarded was used to replace terms like idiot, moron, and imbecile because retarded was not then a derogatory term. By the 1960s, however, the term had taken on a partially derogatory meaning as well. The noun retard is particularly seen as pejorative; a BBC survey in 2003 ranked it as the most offensive disability-related word, ahead of terms such asspastic (or its abbreviation spaz) and mong. The terms mentally retarded and mental retardation are still fairly common, but currently the Special Olympics, Best Buddies, and over 100 other organizations are striving to eliminate their use by referring to the word retard and its variants as the "r-word", in an effort to equate it to the word niggerand the associated euphemism "n-word", in everyday conversation. These efforts have resulted in federal legislation, sometimes known as "Rosa's Law", to replace the term mentally retarded with the term intellectual disability in some federal statutes.

The term mental retardation was a diagnostic term denoting the group of disconnected categories of mental functioning such as idiot, imbecile, and moron derived from early IQ tests, which acquired pejorative connotations in popular discourse. It acquired negative and shameful connotations over the last few decades due to the use

of the words retarded and retard as insults. This may have contributed to its replacement with euphemisms such as mentally challenged or intellectually disabled. While developmental disability includes many other disorders, developmental disability and developmental delay (for people under the age of 18) are generally considered more polite terms than mental retardation.

D. Third listening – Promote a class discussion. Have students talk about intellectual disabilities, bullying and/or playing jokes on friends. Write the correct answers on the board.

Grammar – The Genitive Case

The grammar point must be taught inductively. The activities will help students notice the structure and functions of the Genitive Case.

A. In this activity, students will give meaning to the apostrophe s. Tell them that "Your brother's date is not retarded" is more natural than "The date of your brother is not retarded" in the English language.

If students are familiarized with the TV Show, they will know that the Doc's is the grocery store that belongs to Doc Harris. If necessary, explain that to them. In this activity, students will notice the possibility of using -'s without a noun after it.

C. The vocabulary chart will be useful in the practice that follows.

Masculine	Feminine	Relationship
Brother	Sister	Sibling
Son	Daughter	Child / Kid
Father	Mother	Parent
Husband	Wife	Spouse
Grandfather / Grandpa	Grandmother / Grandma	Grandparent
Grandson	Granddaughter	Grandchild
Uncle	Aunt	Father's or Mother's sibling
Cousin	Cousin	Uncle's or Aunt's child
Nephew	Niece	Brother's or Sister's child

Explain the in-laws using examples from the family tree. Also, explain half-brother, half-sister, stepmother, stepbrother … Ask students to read their sentences aloud.

Chris is Drew's brother.
Tonya is Chris's *sister*.
Chris and Drew are Julius's *sons*.
Tonya is Julius's *daughter*.
Chris, Drew and *Tonya* are Julius and Rochelle's children.
Gene and Maxine are *Rochelle*'s parents.
Mousey is Rochelle's *aunt*.
Ryan is the boys' favorite *uncle*.
Gene is Julius's father-in-law.
Louis is Rochelle's brother-in-law.
Chris is Mike's nephew.
Tonya is Ryan's niece.
Gene is Maxine's husband.
Maxine is Drew's grandmother.

NOW YOU KNOW!

In this section, the students will have the rules for the grammar topic studied. In pairs, ask students to come up with more examples to write on the lines.

Writing – a letter to an ancestor

A. Students will need help on this project. Give them some days to work on it in order to allow them time to seek for help. Parents and grandparents can help with information that the students don't know. If possible, go to the computer lab to help students sign up on the website. Tell them to download the software and create their family trees. On the website, the students will watch a video explaining how to use the software. Tell students to watch this video as a listening practice. If necessary, they can turn on the English subtitles. Ask students to print their family tree, present it to the class and display it in the classroom mural.

B. Use the picture to call students attention to the parts of a personal letter. Explain that this genre contains sub-types such as emails, business letters and journals, which all carry some similarities to each other. Have students write the first draft of the letter in class.

C. Give students time to go home and maybe talk to relatives about their grandparent. Students then edit and rewrite the letter. Collect the letters for correction. To make it more interesting, answer the letters pretending to be the students' ancestor.

Speaking

A. Write the different types of family in pieces of paper and have each student get one. Tell students to research information on their topic to present it to the class. They can talk about families they know, about the challenges of such family and so on. Since this is an activity to practice Speaking as performance, tell students to rehearse at home.

Nuclear Family
Single Parent Family

Extended Family

Blended Family
Childless Family
Stepfamily
Grandparent Family

Same-sex Family
Adoptive / Foster Family
Other

Ask students to think of the following questions while preparing their speeches.

1. What's your purpose?
2. Who is your audience?
3. What kind of information does your audience expect?
4. How are you going to start, develop and end your talk?

Take notes on students' errors and give them feedback individually. Praise them in public though.

Images

Warm up picture – Workplace
http://drjennifernewman.com/wp-content/uploads/2004/11/Workplace.jpg

Demanding boss
http://s.hswstatic.com/gif/workplace-bullying-1.jpg

Don't smoke sign
http://www.freesignage.com/pdfthumbs/osha_notice/do_not_smoke_in_this_area_osha_caution_sign.png

Giving Instruction
http://www.eschoolnews.com/files/2012/02/shutterstock_15566440.jpg

Writing a Report
http://www.dubaiinternetmarketing.com/wp-content/uploads/2012/03/Effective-Business-Management-Report-Writing-Dubai-1.jpg

Giving Advice
http://i.cdn.turner.com/cnn/2010/LIVING/10/27/cb.conflicting.career.advice/t1larg.conflicting.advice.jpg

Ms. Alaia
https://www.linkedin.com/in/alaiawilliams/pt

YouTube Icon
http://static1.squarespace.com/static/501587e5c4aa0c0d03289988/t/530a4774e4b0efed6707af65/1393182581824/youtube_logo_detail.png

How to wake up early infographic
http://www.coachingreallyworks.com/wp-content/uploads/2014/05/1388769585-let-go-keep-simple-move-quickly-secrets-being-productive-entrepreneur-infographic-2-760x678.jpg

Sad face
http://soapchat.net/index.php?attachments/sad-face-jpg.39546/

School icon
http://freedesignfile.com/upload/2013/08/School-icon-2.jpg

School icon set
http://thumbs.dreamstime.com/z/school-icon-set-13212483.jpg

Different types of family
http://thumbs.dreamstime.com/z/families-different-types-including-gay-lesbian-lgbt-children-42477828.jpg

Family
https://casemed.case.edu/fammed/img/family_131902826.jpg

Marital issues
http://wdy.h-cdn.co/assets/cm/15/10/54f5fe0a2e948_-_1-couple-relationship-issues-lgn.jpg

School problems
http://www.educationquizzes.com/blog-for-parents/wp-content/uploads/2013/08/child-problems.jpg

Job loss
http://andycore.com/wp-content/uploads/2013/07/job-lost.jpg

Addiction
http://www.priceofaddiction.com/wp/wp-content/uploads/slideShow/1/1252095675_addiction_1004106.jpg

Disabilities
https://beyondphys1cal.files.wordpress.com/2013/04/screen-shot-2013-04-16-at-12-03-22.png

Illness
http://i.dailymail.co.uk/i/pix/2011/08/07/article-0-0B55A612000005DC-674_468x286_popup.jpg

Everybody hates Chris
http://www.seriemaniacos.tv/wp-content/uploads/2010/12/Everybody-Hates-Chris.jpg

Chris
http://img2.rnkr-static.com/list_social_img/13076/1633076/520/default.jpg

Drew
http://everybodyhateschris1.xpg.uol.com.br/drew.jpg

Tonya
http://images.sodahead.com/polls/001526971/4859864957_character_large_image_answer_5_xlarge.jpeg

Julius
http://flowtv.org/wp-content/uploads/2009/04/cw-chris-prt-tcrews-a_000624-d207d5-281x374.png

Rochelle
http://vignette2.wikia.nocookie.net/everybodyhateschris/images/e/eb/Rochelle.jpg/revision/latest?cb=20120904211325

Maxine
http://myfavoritestars.blog.com/files/2011/04/loretta-devine-eli-stone.jpg

Uncle Mike
http://ak.c.ooyala.com/B3ZzY4bjrkurAvxy8YgDe6C5ClHRQDcP/MGngRNnbuHoiqTJH4xMDoxOjA4MTSiGN

Gene
http://static.tvgcdn.net/mediabin/galleries/shows/a_f/eq_ez/everybody_hates_chris/seas
on2/additions_season2_5/crops/everybody-hates-chris65.jpg

Uncle Ryan
https://i.ytimg.com/vi/EsutiL4kpPA/maxresdefault.jpg

Charlotte
https://www.youtube.com/watch?v=w_9QwUKJMpM

Uncle Louis
http://i817.photobucket.com/albums/zz95/mcjarubas/everybody%20hates%20chris/ever
ybody-wayne-brady44.jpg

Mousey
https://www.youtube.com/watch?v=w_9QwUKJMpM

Chris's family tree
Created on https://www.myheritage.com.br/

Parts of a Personal Letter
https://missenglish2012.files.wordpress.com/2012/06/friendlyletter.gif

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