

Universidade Federal de Minas Gerais - UFMG

Faculdade de Letras – FALE

Curso de Especialização em Ensino de Inglês - CEI

UNIDADE DIDÁTICA PARA O ENSINO DE INGLÊS

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INTRODUCTION

The teaching units presented here were devised in order to generate a communicative atmosphere in the classroom so that students can interact in the target language. Each unit consists of different activities developed from authentic material. The activities along the units aimed at improving the four language skills: reading, listening, speaking, and writing.

Both units are addressed to young adult students from language institutes at level B2 according to the CEFR – Common European Framework of Reference for Languages.

Every unit was conceived in a way that most of the communicative exchange takes place orally. ‘How to’ boxes furnish students with functional language to engage in the discussions. There is also a ‘Teacher’s guide’ which presents guidelines for the activities. The teacher administering them, however, may manage the activities according to the needs of students and teaching style. Likewise, it is up to the teacher to manage the time of each activity based on particular classroom management strategies.

The topics – Social Media and Generation Z – are appealing to students’ interest. The objective is to make evidence for discussion available as well as to guide them towards a deeper understanding of each subject. By comprehending one’s view, students might get to know themselves better. The teachers’ role is to guide learners not only towards acquiring a foreign language, but also to supply them with elements to reflect upon their own realities.

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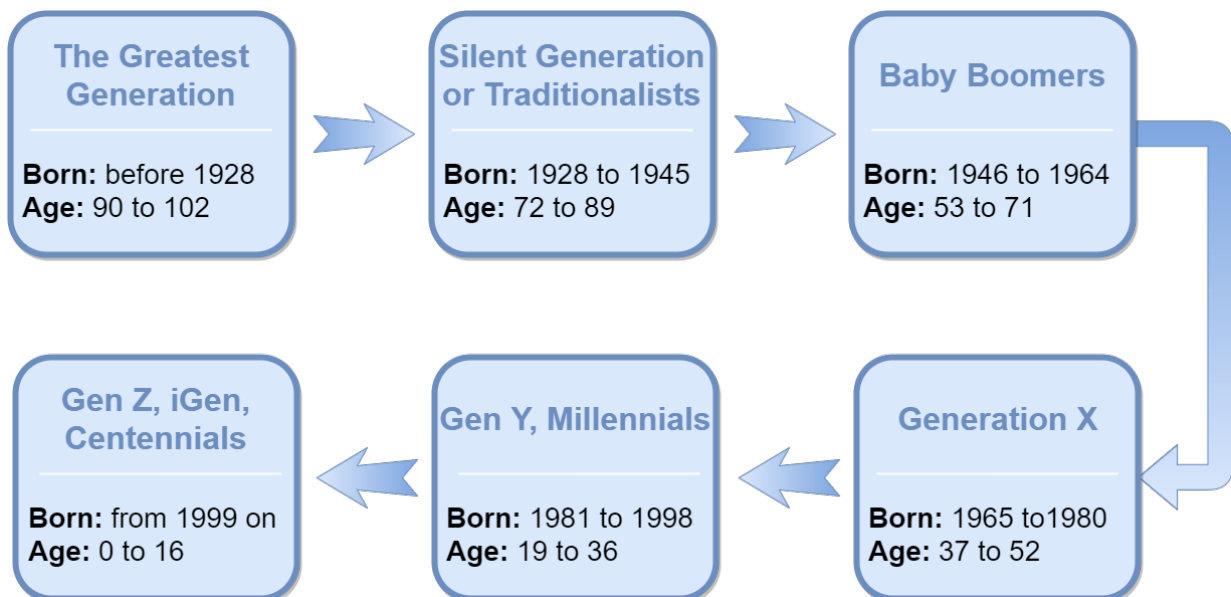
UNIT 1. GENERATION Z-ERS

IN THIS UNIT, YOU ARE GOING TO:

- ✓ Talk about generations
- ✓ Report what people said
- ✓ Ask for and give opinions; agree and disagree
- ✓ Learn how words are pronounced in American and British English
- ✓ Create an infographic

Read the timeline about different generations and discuss with a partner:

- What do you know about each of the following generations?
- What makes one generation different from the other?
- What are the main characteristics of your generation?
- Can you give examples of famous people who represent each generation?



Source: United States National Population Estimates, 2015.
<https://goo.gl/imc9ro>. Accessed on April 9, 2017.

READING

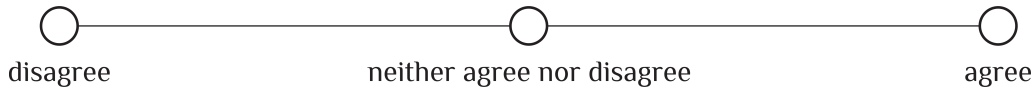
1. Read the following headline of a news piece from “The New York Times” website.



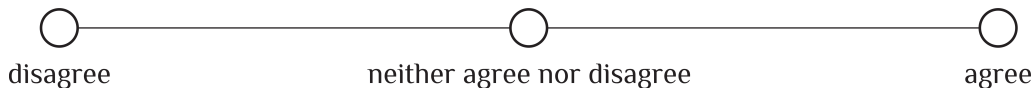
What do you think the news article is going to cover?

2. How much do you agree with the following assumptions about Generation Z-ers:

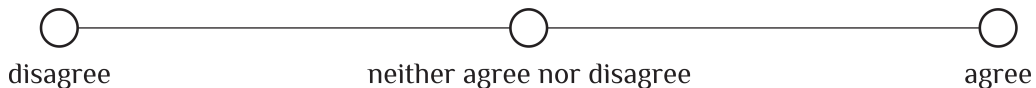
- *It is not necessary to look at their world to better understand them.*



- *They learn quickly and they are able to maintain their interest for a long period of time.*



- *They drink less than the previous generation and they drive more carefully.*



3. Read the news article and underline target words to understand the text:

Move Over, Millennials, Here Comes Generation Z
By ALEX WILLIAMS SEPT. 18, 2015

So, who are they? To answer that question, you have to take a deeper look at the world in which they are coming of age.

“When I think of Generation Z, technology is the first thing that comes to mind,” said Emily Citarella, a 16-year-old high school student in Atlanta. “I know people who have made their closest relationships from Tumblr, Instagram and Facebook.”

Sure, millennials were digital; their teenage years were defined by iPods and MySpace. But Generation Z is the first generation to be raised in the era of smartphones. Many do not remember a time before social media.

“We are the first true digital natives,” said Hannah Payne, an 18-year-old U.C.L.A. student and lifestyle blogger.

COMING OF AGE

The time when someone matures emotionally, or in some other way (<http://dictionary.cambridge.org/us/>).

"I can almost simultaneously create a document, edit it, post a photo on Instagram and talk on the phone, all from the user-friendly interface of my iPhone."

"Generation Z takes in information instantaneously," she said, "and loses interest just as fast." [...]

[...] A Sparks & Honey trend report called "Meet Generation Z: Forget Everything You Learned About Millennials" asserted that the cohort places heavy emphasis on being "mature and in control."

According to a survey of risky behavior by the Centers for Disease Control and Prevention, the percentage of high school students who had had at least one drink of alcohol in their lives declined to about 66 percent in 2013, from about 82 percent in 1991. The number who reported never or rarely wearing a seatbelt in a car driven by someone else declined to about 8 percent, compared with about 26 percent in 1991.

Put it all together — the privacy, the caution, the focus on sensible careers – and Generation Z starts to look less like the brash millennials and more like their grandparents (or, in some cases great-grandparents), Mr. Howe said.

[...] The Sparks & Honey report argued that "entrepreneurship is in their DNA."

"Kids are witnessing start-up companies make it big instantly via social media," said Andrew Schoonover, a 15-year-old in Olathe, Kan. "We do not want to work at a local fast-food joint for a summer job. We want to make our own business because we see the lucky few who make it big."

Which leads to a final point worth mentioning about the Silent Generation. As Mr. Howe pointed out, it was not just the most career-focused generation in history. It was also, he said, the richest.

Adapted from: <https://goo.gl/HaEFX4> Accessed on April 9, 2017.



Image from: <https://goo.gl/VPSEKj>. Accessed on April 9, 2017.

GLOSSARY

Cohort: a group of people who share a characteristic, usually age.

Brash: having a lot of energy and confidence to succeed, and not having much respect for others or worrying about their feelings

Definitions by <http://dictionary.cambridge.org/us/>.



4. Now, use the information you underlined along the text to write a short summary of the news article.

REMEMBER TO USE

- only the main ideas;
- key words and phrases;
- your own words.

5. Now that you read the newspaper article, go back to exercise 2 and discuss your choices with a partner. Have you changed your opinion after reading the text? What has led you to it?

6. If you could ask a question to the people mentioned in the article, what question would it be and who would you ask it to?

VOCABULARY

1. Read the box about collocations:

COLLOCATION

A word or a phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning.

<http://dictionary.cambridge.org/us/>

Now, complete the collocations. You may find one example of each in the text. After you completed the collocations, can you add one of your own?

_____ { the question
the phone
an email

_____ { a break
a look
a breath

_____ { to a decision
to mind
to an end

_____ { an advertisement
emphasis
blame on someone

GRAMMAR

We can report people's words in two different ways. Check the examples below:

1) Generation Z, by contrast, has had its eyes open from the beginning, coming along in the aftermath of those cataclysms in the era of the war on terror and the Great Recessions, Ms. Greene said.

2) "America becomes more multicultural on a daily basis," said Anthony Richard Jr., a 17-year-old in Gretna, La. "It's exponential compared to previous generations."

3) "When I think of Generation Z, technology is the first thing that comes to mind," said Emily Citarella, a 16-year-old high school student in Atlanta.

4) A Sparks & Honey trend report [...] asserted that the cohort places heavy emphasis on being mature and in control.

Now, match the examples from the text to the definitions below:

- () We can repeat the exact words that one has said, or that we imagine were thought. In writing, we place the words between quotation marks (" "). It is known as direct speech.
- () We can report what one has said by using different words, consequently, changing pronouns, tenses, and other necessary words. It is also known as indirect speech.

1. Find two examples of direct and indirect speech in the text.

Direct speech:

Indirect speech:

2. Now, you are going to work with a partner to report what people from the text said. Follow your teacher's instructions.

You can try to use different verbs to report what they said. Look at the examples:

- Emily Citarella *admitted* (that) . . .
- Hannay Payne *claimed* (that) . . .
- The Sparks & Honey report *argues*:
- Mr. Howe *said* "it . . ."

Other verbs we can use to report what people said are: *admit, agree, assume, claim, decide, deny, explain, insist, promise, remind, suggest, etc*

LISTENING

The author of the video you are going to watch, William Royal, describes his video as follows:

Who are Generation Zers? What do they think? What do they feel?
This video tackles some of the stereotypes of today's youth.

In your opinion, what is the stereotype of a young person today?

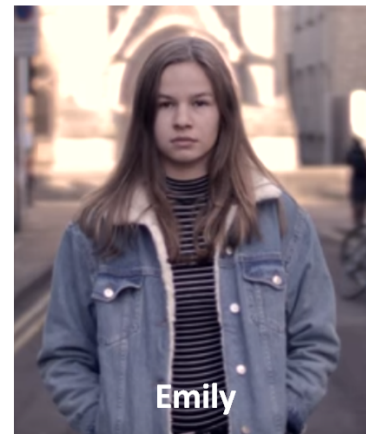
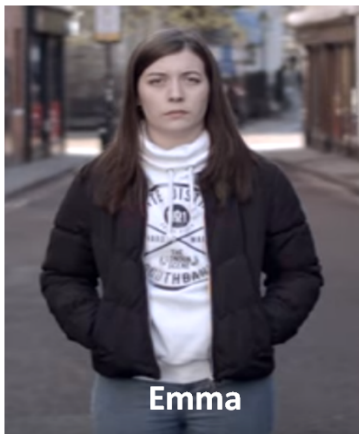
Discuss the questions proposed by the author of the video with a partner.

Watch the video:

Generation Z – Who are we?
Available on: <https://www.youtube.com/watch?v=abxMT7HJIT8>



1. As you watch the video, match the name of the person in the pictures to what they said in the video:



_____ Our generation is engulfed in opportunity created by the technology. Our generation is individual. Our generation is motivated.

_____ We are students, focused and ready to learn, preparing for work with diverse teams of people.

_____ and that's ok, because we're shouting.

- _____ I'm excited for the future, but we all know that if we don't speak up, we won't be heard.
- _____ We are performers, inspiring to act in the best theaters and dance in the best stages.
- _____ We are the creators, looking for the best in our feelings with a large audience and reputation.

2. Watch the video again. As you check your answers, put the sentences in order, according to the script of the video.

After watching the video:

3. Work with a partner. Share what people said about the role of technology in the video and take a stand. You can read the "How To" boxes for some examples on how to express your opinion in English.

James: As a generation, I feel we are all defined as one – lazy, lonely, technology obsessed and unmotivated. I've never had style or identity forced upon me.

Emily: It opens up infinite opportunities to work in my future. I see technology as keys to open doors.

James: Social media creates unwanted pressure and impossible expectations...
Emma: ... but I can't imagine life without it.

HOW TO GIVE OPINIONS

From my point of view...
The way I see is that...
Well, I reckon...
I (honestly) think (that)...
I (really) feel that...
As for me, ...

HOW TO ASK FOR OPINIONS

What do you think?
Do you see what I'm getting at?
Do you know / see what I mean?
Do you agree with me?
Would you agree with me that...?
Don't you think (that)...?

HOW TO AGREE

I (completely) agree with you.
I am inclined to agree with you.
I couldn't agree more.
You're absolutely right.
I see your point.
No doubt about it.

HOW TO DISAGREE

I am afraid I disagree
I don't agree with you.
That's not the way I see it.
I don't think so.
I don't feel the same.

Adapted from: <https://goo.gl/ck8qX5>. Accessed on June 16, 2017.

PRONUNCIATION: ɑ VS. ʌ

Listen to these three sentences from the video:

01:51 - James: No! I **can't** post that picture to Facebook...

02:05 - Emma: I **can't** wear this today.

02:23 - Emma: ...but I **can't** imagine life without it.

The word *cannot* is also contracted to *can't*.

In British English this contraction is pronounced with an /ɑ:/ sound, as in the word "car" /kɑ:/. In American English, it is pronounced with an /æ/ sound, as in "cat" /kæt/.

AMERICAN ENGLISH	BRITISH ENGLISH
CAN'T /kænt/	CAN'T /kɑ:nt/

Try to speak the words below. You can check the online dictionary (<http://dictionary.cambridge.org/>) to help you figure out the differences in pronunciation.

	American English /æ/	British English /ɑ:/
ask	/æsk/	/ɑ:sk/
bathroom	/'bæθ.rʊm/	/'bɑ:θ.rʊm/
laugh	/læf/	/lɑ:f/
classmate	/'klæs.mert/	/'klɑ:s.mert/
fast	/fæst/	/fɑ:st/
chance	/tʃæns/	/tʃɑ:ns/
after	/'æf.tə/	/'ɑ:f.tə/
example	/ɪg'zæm.pəl/	/ɪg'zɑ:m.pəl/



FURTHER PRACTICE: Scan the QRCode and listen to some sentences with the word "can't". Can you determine which ones are examples of British English or American English pronunciation?

Read the infographic below. How are the Centennials (Generation Z) introduced?

THE CENTENNIALS

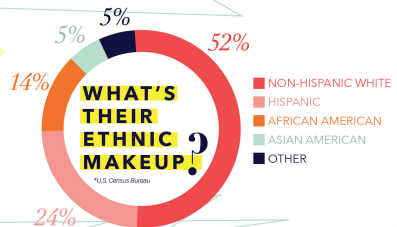
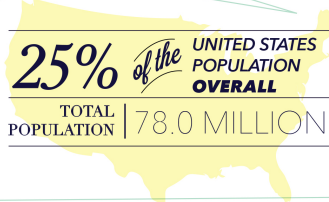
INTRODUCING A NEW GENERATION OF YOUTH

the
futures
company

Smaller in size, raised in tumultuous times and showing a different set of values, attitudes and marketplace expectations, **Centennials are poised to reinvent what it means to be young in America.** Marketers, take note: The new face of youth has arrived!

JUST THE FACTS

BORN (IN 2016)
1997–Present AGES 0–19



CORE VALUES

1. Openness

Centennials live by the motto "You do you"; they give themselves and others permission to be different, and express those differences how they see fit.



87% OF CENTENNIALS WOULD PREFER TO LIVE IN A SOCIETY WHERE PEOPLE ACCEPT DIFFERENT BELIEFS AND VALUES

2. Resilience

Coming of age during challenging times has made Centennials learn that hard work and grit are the keys to success in today's world; they know they will face roadblocks, but are prepared to overcome them.



87% OF CENTENNIALS AGREE THAT THEY ENJOY AND CELEBRATE LIFE DESPITE ITS MANY OBSTACLES AND CHALLENGES

3. Realism

Well acquainted with limits and constraints, Centennials have grounded, realistic expectations for themselves and the way the world works.



70% OF CENTENNIALS AGREE THAT IT'S REALLY HARD TO GET AHEAD IN LIFE WITHOUT A COLLEGE DEGREE

CENTENNIAL MINDSET



CONNECTING WITH THEM

- 1. OPEN YOUR DOORS.** The most diverse generation in American history, Centennials have grown up in a pluralistic, polycultural society that values diversity and acceptance of differences. Brands that emphasize their more welcome, open and inclusive sides will be those most likely to win with Centennials.
- 2. ANTICIPATE EMPOWERMENT.** Millennials were largely respectful of institutions and the marketplace, but Centennials may be less patient. An ever-growing number of tools allow them to create their own workarounds if your brand doesn't spot and eliminate friction before they do.
- 3. LOOSEN THE REINS.** Mobile-first consumers with a desire to change—not just work—the system, Centennials will use their know-how to gain control if left unsatisfied. Be ready to relinquish some control of your brand and work with them to drive your strategies or tactics—or risk them taking you out of the equation.

the
futures
company
SOURCE:
THE FUTURES COMPANY 2015 TRU Youth MONITOR,
except where noted.
Created by The Futures Company
DESIGNED BY JACLYN SALEM

The Futures Company has been on the forefront of generational and social values for 50+ years. Find out more about how your brand or business can take advantage of generational dynamics in the consumer marketplace by emailing Ryan.McConnell@thefuturescompany.com

Retrieved from: <https://goo.gl/5jJ9k2>. Accessed on April 14, 2017.

VOCABULARY

Complete the sentences below with the words from the infographic:

Resilience Mindset Realism
Openness Empowerment

INFOGRAPHIC

n. often, infographics, a visual representation of information in the form of a chart, graph, or other image accompanied by minimal text, intended to give an easily understood overview.

<http://www.dictionary.com/browse/infographic>

1. "What is new, though, is developer's _____ to more high-tech green option".
2. "His _____ is characteristic of many smart young Americans, and matters a lot to the rest of us".
3. "Developing coping skills is one way to facilitate young people's _____.
4. "We are going to work toward increased employee _____ and teamwork".
5. "When assessing the current situation, _____ is also required, as well as a precision about what is actually taking place".

(All the sentences were retrieved from: <https://en.oxforddictionaries.com/>)

Match the sections of the infographic to the type of information they bring:

Connecting with them	demographic data about Generation Z.
Just the facts	a fixed way of thinking of a person.
Core values	steps one can take to get along well with Centennials.
Centennial mindset	fundamental principles that guide Centennials' relationship with themselves as well as with the external world.

You are going to create an infographic to explain people what are the characteristics and thoughts of one of the following generations:

- The Greatest Generation
- Baby Boomers
- Generation Y
- Silent Generation
- Generation X
- Generation Z

• *Preparing*

- Re-read the infographic keeping in mind how information is divided along the structure.
- Research facts about Generation Z that you would like to report in your project.

• *Web-designing*

- Having gathered the information you need, how can you distribute it into small sections?
- Here are some free websites you can use to design your infographic:

<https://www.canva.com/create/infographics/>

<https://venngage.com/>

<https://developers.google.com/chart/>

• *Final steps*

- Ask a peer to proofread the graphic you have created.
- *Help your friends by proofreading theirs, as well.*
- Share it with the class. Tell them which website you used and the tools you found helpful.

Unit 1. Generation Z-ers – Teacher’s Guide

OVERVIEW

This unit is structured as follows:

UNIT GOALS: this section is aimed at providing students with guidelines for the content covered along the unit.

WARM-UP: provides students with an opportunity to brainstorm essential vocabulary as well as activate their prior knowledge on the topic to be approached throughout the unit.

READING: the reading task has been split into “*pre-reading*”, in which students are expected to predict what the text is about apart from inferring their mood on the topic; in the “*while-reading*”, students are provided with visual cues and word boxes to help them going through the text; “*after-reading*”, in turn, leads students to comprehend and go back to the text for finding specific information.

VOCABULARY: this section is devised to give students an opportunity to build on their vocabulary in order to reflect and improve it.

GRAMMAR: allow students to make inferences about the language they have been using alongside the unit and provides them with a further chance to make use of it.

LISTENING: this section is split into three subsections: “*pre-listening*”, which let students get into the mood of the video by expressing their own opinion in relation to the topic; in the “*while-listening*” task, students explore the video by looking for or even recapping specific information; “*after-listening*”, students are presented with an opportunity to practice language by also making use of functional language.

PRONUNCIATION: students become aware of different phonemes of the English language.

WRITING: students are given an example of an infographic and are supposed to produce their own by making use of the language they have learned throughout the unit.

SPEAKING: speaking tasks spring along the unit in the form of discussion topics, tasks that motivate communication and functional language.

UNIT GOALS

Go over the unit goals with the students explaining as necessary.

- ➔ It is helpful to activate students' prior knowledge at the beginning of the unit so that they can get to know what they are going to be working with along the unit.

WARM-UP

Have students look at the infographic about the different generations and their respective characteristics such as approximate date of birth, average age nowadays, and given names.

Encourage students to discuss the questions related to the infographic so that they can get into the mood of the text.

Answer key: *provided the questions are aimed at promoting discussion, there are no right or wrong answers.*

READING

Instigate students to predict the text by looking at the picture and reading the title of the newspaper article.

Tell students to grade how much they either agree or disagree with the assumptions by ticking the scale.

Direct students to read the text and underline target words that could be used for summarizing the text at task 3.

Have students go over the text and discuss their choices for exercise number 2 with a partner. The teacher can ask some volunteers to share their choices with the whole class and tell whether they have changed their mood or not and the reasons for doing so.

Encourage students to think about possible questions for people who participated in the article as well as for the author of the article. Remind students that it is always important to question the text in order to become critical readers.

Answer key: *answers may vary.*

VOCABULARY

Have students read the information box about collocations. The teacher can read aloud and ask students to follow along. Alternatively, the teacher can call on a student to read aloud whereas the class follows along.

Tell students to go over the text of the unit in order to find the right word to complete the collocation gaps.

Answer key: *answer* (the question); *take* (a break); *come* (to a decision); *place* (an advertisement).

Ask students to come up with examples of collocations with the same verbs. For example: *answer* (*the door*); *take* (*an exam*); *come* (*to an agreement*); *place* (*an order*). Alternatively, the teacher can ask students to use a dictionary to find more examples of collocations.

GRAMMAR

Have students read the two examples of speech retrieved from the text.

Ask students to categorize the two examples according to language usage.

Answer key: Direct speech: 2 and 3; indirect speech: 1 and 4

Encourage students to go over the text in order to find more examples of direct and indirect speech.

Answer key: answers may vary, but might include:

Direct speech: *I know people who have made their closest relationships from Tumblr, Instagram and Facebook. (2nd paragraph); We are the first true digital natives. / I can almost simultaneously create a document, edit it, post a photo on Instagram and talk on the phone, all from the user-friendly interface of my iPhone. (4th paragraph); Generation Z takes in information instantaneously and loses interest just as fast. (5th paragraph); Kids are witnessing start-up companies make it big instantly via social media. / We do not want to work at a local fast-food joint for a summer job. We want to make our own business because we see the lucky few who make it big. (9th paragraph)*

Indirect speech: *[...] generation Z starts to look less like the brash millennials and more like their grandparents, Mr. Howe said. (7th paragraph);*

Point out the reporting verbs in the word box. Elicit that we can use those verbs to report what people said.

If necessary, elicit verb tense and the pronoun changes when reporting one's speech.

Have students go over the text in order to find each one of the prompters of the exercise. Ask one student to read the original extract from the text and, in sequence, the other student reports what has just been said. Encourage them to use different verbs provided in the box. Also, they are expected to change their roles – reading the original extract and reporting – so that one of them do not dominate the activity.

LISTENING

Before watching the video, have students read the author’s description of his video. In pairs or small groups, have students discuss “the stereotypes of today’s youth”.

Answer key: *provided the questions are aimed at stimulating discussion, there are no wrong answers.*

Have students predict what the video is going to talk about.

Tell students they are going to watch a video in which three young people give their testimonials about their generation.

Play the video.

The video is available on:

<https://youtu.be/abxMT7HJIT8> (Accessed on May 26, 2017)

or on the DVD attached to the coursebook.

Have students write the names of the people to what they have said in the video.

Answer key: a) *James*; b) *Emily*; c) *Emma*; d) *Emily*; e) *Emma*; f) *James*.

Play the video again so that students can check their answers to the previous exercise. Ask students to put the sentences in the sequence in which they appeared along the video.

Answer key: 4, 1, 6, 5, 2, 3.

Point out the ‘how to boxes’. Model some example sentences for students.

Divide the class into pairs. Have students report one another what people said in the video and take a stand. As students practice the reported speech, the teacher walk around the class in order to take notes for further feedback.

Listening Transcript

iGeneration, Post Millennials, Generation Z, Who are we?

James: Hi, my name’s James.

Emily: I’m Emily.

Emma: Hi, my name's Emma.

James: As a generation, I feel we are all defined as one: lazy, lonely, technology obsessed, and unmotivated. I've never had style or identity forced upon me. I've always been able to be who I want to be.

Emily: My identity is constantly changing: social media influences my every outfit, haircut, and daily choices. Each brand I see on the pixels of my screen form an image, an opinion, an identity in my head. I think to myself: Is that who I want to be today?

Emma: My decisions influenced by the brands and promotion on social media...

Emily: ...but do I sign in every day to look at these images to watch these videos and feel okay about my identity...

James: No! I can't post that picture to Facebook if [inaudible] other models.

Emily: My being class is more like a year because all over Twitter he got a star and she got a distinction.

Emma: I can't wear this today. I don't look like she did on Instagram on my fat.

James: Do I look ugly?

Emily: Will I ever get good at this subject? Pressure.

James: Social media creates unwanted pressure and impossible expectations...

Emma: ... but I can't imagine life without it. It connects me to all my friends and family always in conversation wherever I am and wherever they are.

Emily: It opens up infinite opportunities to work in my future. I see technology as keys to open doors.

James: It's a part of who I am.

Emily: We are students, focused and ready to learn. Preparing for work with diverse teams of people.

Emma: We are performers, inspiring to act in the best theaters and dance in the best stages.

James: We are the creators, looking for the best in [inaudible] with a large audience and reputation, motivated to get [inaudible]. Our generation is engulfed in opportunity, created by the technology. Our generation is individual. Our generation is motivated.

Emily: I'm excited for the future, but we all know that if we don't speak up we won't be heard...

Emma: ... and that's ok, because we're shouting.

PRONUNCIATION

Point out the word ‘can’t’ in the three examples from the video and play them.

* You can easily play them through video cuts available on the DVD.

Play the example sentences and have students repeat as many times as they want.

If the class has access to the internet, go to

<http://dictionary.cambridge.org/dictionary/english/cant?q=can%27t> and show students the differences in pronunciation of the word “can’t” both in American and British English.

Now, play the word “*car*” and ask students if it resembles the pronunciation of the phoneme from the American or British pronunciation of the word “can’t”.

Play the word “*cat*” and ask students as above.

Have students practice the pronunciation of the words from the chart both in American and British English.

Further practice:

Ask students to scan the QRCode which is going to lead them to Playphrase.me website with several examples from series and movies with the word “can’t”. Have them decide whether the sentences are representative of American or British English pronunciation.

WRITING

Have students read the infographic and discuss how Generation Z is introduced.

Direct students’ attention to the box on the right with the definition of an infographic.

- Vocabulary:

Have students complete the sentences with words from the infographic.

Answer key: 1. *openness*; 2. *mindset*; 3. *resilience*; 4. *empowerment*; 5. *realism*.

- Sections:

Have students match the sections of the infographic to what kind of information they bring.

Answer key:

Just the facts - demographic data about Generation Z.

Centennial mindset - a fixed way of thinking of a person.

*Connecting with them - steps one can take to get along well with Centennials.
Core values - fundamental principles that guide Centennials' relationship with themselves as well as with the external world.*

Have students read the instructions for producing their own infographic.

At the preparation stage, students are expected to figure out how an infographic is structured and to research information they could make use of to produce their own infographic.

* If desired, the teacher can ask students to conduct the research beforehand.

For the web-designing stage, students can be taken to a computer lab or be asked to bring their own devices. Monitor students so that they can focus on the websites provided for coming up with their own infographic.

At the proofreading stage, students pair-up to read one another's production and give peer feedback.

The teacher may attribute a media commons such as a Padlet wall in which students post their creations.

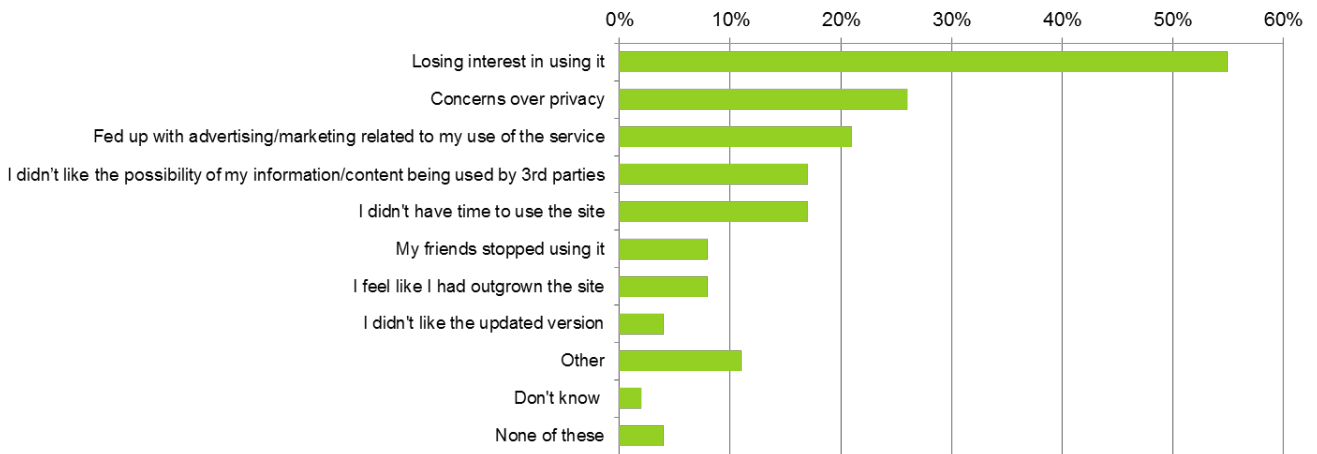
UNIT 2. GOING TECH-FREE

IN THIS UNIT, YOU ARE GOING TO:

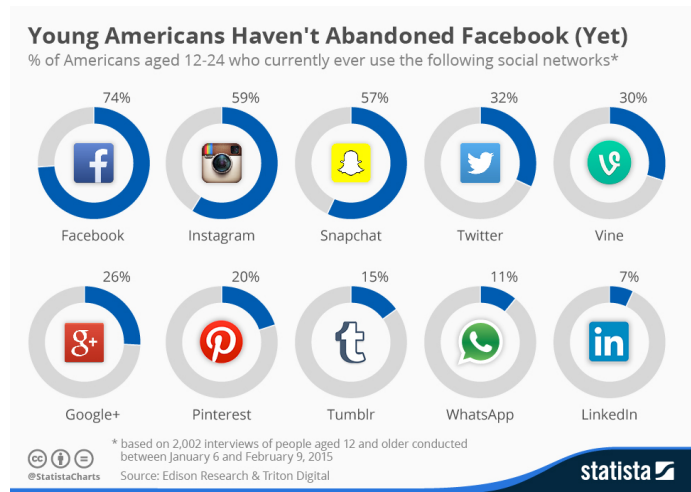
- ✓ Talk about social media
- ✓ Use visual cues to understand spoken English
- ✓ Understand how to use –ing forms
- ✓ Make a distinction between content and functions words
- ✓ Write an announcement

Read the following infographics about social media:

Reasons why social media users stopped using the services



Retrieved from: <https://goo.gl/ZYRbgz>.
 Accessed on April 14, 2017



Retrieved from: <https://goo.gl/oJwb52>.
 Accessed on April 14, 2017.

Walk around the class and talk to your classmates to find out:

- Which social media they use and why do they use them?
- Which ones they do not use? Why?
- How long do they usually spend online?

Discuss your findings with the class.

READING

Have you ever wondered going tech-free? Explain your reasons.

SELF

Health

August 31, 2016

By Lindsey Lanquist

Does Quitting Social Media Actually Do Anything For Your Mental Health?

Thinking going on a social media cleanse? Here's what you need to know.

“**Social media cleanse**” – a fancy term for quitting social media – has become somewhat of a buzz-phrase in our increasingly digital society. Celebrities have publicly stepped away from their social media accounts in times of stress: Demi Lovato took a 24-hour **respite** from Twitter in June, Justin Bieber deleted his Instagram following some **social media beef** with ex-girlfriend Selena Gomez just weeks ago, and Ed Sheeran took an indefinite hiatus from Instagram after growing tired of “seeing the world through a screen” in December 2015. In a world where we **#DoltForTheGram** and take more selfies than we know what to do with, it's no surprise many of us have glamorized the idea of taking a break from the digital and getting back to our pre-technology roots (I know I have).

Experts agree: Too much social media can cause some serious problems. Andreas Kaplan, a Europe Business School professor specializing in social media, tells SELF that excessive Facebook use is linked to things like social isolation, loneliness, and depression. And Jacqueline Nesi, a clinical psychology Ph.D. candidate at the University of North Carolina, **backs that up**. “Social media can be a great tool for keeping in touch with friends and family,” she tells SELF. “But excessively using social media – at the expense of in-person interactions with friends or family – can negatively impact relationships and well-being.” Research has also shown connections between problematic usage and depression, anxiety, and insomnia.

Another huge plus of getting off social media? Avoiding **FOMO – the fear of missing out**. “When you're **linked up** to this huge network through this one device, [you can] feel that where you are isn't where it's at,” Andrew Lepp, Ph.D. and professor researching media use and behavior at Kent State University, tells SELF. “It's almost natural to think that among all these other places there must be one that's more interesting than where you are right now.” This, he says, drives the anxiety associated with cell phone use – and it also leads people to compulsively check their devices. “I always find that a bit ironic because they could be having a really nice time if they'd just put the device down,” Barkley says.

But obviously, FOMO goes both ways. For some people, actively avoiding social media can create a FOMO all its own – for example, worrying that you'll miss a friend's big life announcement on Instagram or forget to wish someone a happy birthday because you missed a Facebook reminder.

All that said, there's no need to give up technology altogether if you don't want to. Instead, Lepp recommends taking small steps to limit your use. For example, he and his family **go tech-free** every Sunday – spending their time hiking or enjoying a nice meal together. Another strategy he recommends is treating your cell phone like a landline and only using it for calls. Or, when it comes time to make use of vacation days, you could choose a destination that would force you to take a break from your phone.

The verdict: If social media causes you a ton of stress or is getting in the way of your life, then taking a break from it could be helpful. But if you're feeling fine about your use and enjoy updating Instagram or scrolling through your feed at night, keep doing you.

Adapted from: <https://goo.gl/smhXoM>.
Accessed on January 25, 2017.

VOCABULARY

There are eight expressions **in red** along the text. Can you figure out their meanings according to the context? Write them next to the appropriate definition:

- _____ to provide support or help to someone or something.
- _____ do things in your life so you can take pictures and show off on Instagram.
- _____ a form of social anxiety - a compulsive concern that one might miss an opportunity or satisfying event, often aroused by posts seen on social media websites.
- _____ not imprisoned or controlled by technology.
- _____ to make a connection between two or more things.
- _____ a pause or rest from something difficult or unpleasant.
- _____ a problem, fight, or argument over the internet.
- _____ refers to a person's attempt to clean up his or her social media presence online, often for the purposes of helping them get a job.

COMPREHENSION

1. According to the experts, what are the pros and cons of using social media?

2. Does the number of people who are having a social media cleanse tend to increase or decrease? Why?

3. Does the author of text recommend having a complete social media cleanse? Find evidence.

4. Circle the best alternative to complete the sentences:

Experts say that too much social media (**causes no problem** / **is not beneficial**) to users.

The (**excessive** / **moderated**) use of social media can have a negative impact on relationships and well-being.

One of the ways to avoid the "Fear of missing out" is (**getting off** / **keep on**) social media.

ENGAGE! IT'S TIME FOR CLASS DISCUSSION

a) **Find arguments in the text that support using or quitting social media.**

Add your own arguments.
Explain your reasons.

b) **Make a list of topics you would like to discuss with your classmates about social media.**

You should avoid small or redundant ideas.
Put similar arguments together to make a more consistent one.

c) **Listen closely to what people are saying and take notes.**

You can edit your notes at any time.

d) **Be prepared to speak when you feel comfortable to.**

Read the "how to" boxes for useful language for discussion.

HOW TO CLARIFY

In other words, are you saying that...?

I'm confused when you say . . . , could you put it differently, please?

Can you say more about . . . ?

I didn't quite understand that. Could you please repeat?

HOW TO CHANGE THE SUBJECT

I think we are finished with this topic, shall we move on to . . . ?

Moving on to . . .

Yes, and . . .

That reminds me of . . .

By the way . . .

HOW TO SUMMARIZE

What I am trying to say is that . . .

My whole point in one sentence is . . .

More than anything else, I believe . . .

To make myself clear, . . .

COMMON MISTAKE

People occasionally say "what?" when they don't understand what their interlocutor has said. This expression is considered to be impolite and may sound rude.

GRAMMAR: *-ing* FORMS USED AS NOUNS

Read these sentences from the magazine article:

- "**Thinking** going on a social media cleanse?"
- "Social media can be a great tool for **keeping** in touch with friends."
- "**Responding** to new texts, emails, and Facebook messages nonstop can become stressful".
- Another huge plus of **getting** off social media?

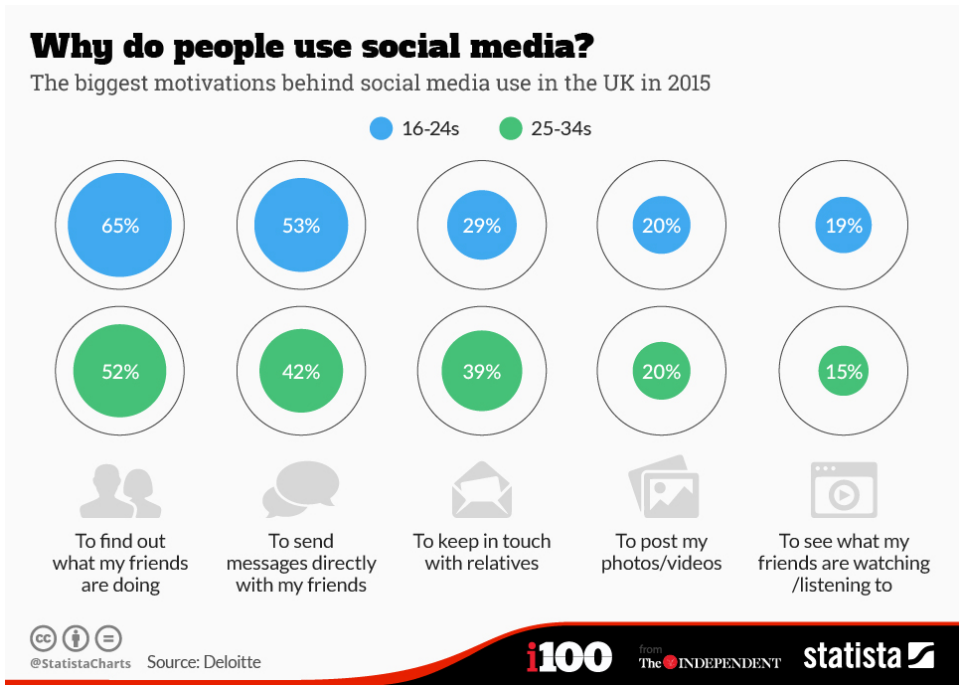
Match the sentences to the different usages of the *-ing* form:

- _____ We can use an *-ing* form as a noun, so that it can be the subject of a sentence.
- _____ After a preposition, we normally use the *-ing* form of a verb, not an infinitive.

Analyze these sentences according to the information above:

Does () **quitting** social media actually do anything for your mental health?
 “Social media cleanse” – a fancy term for () **quitting** social media.
 Ed Sheeran took an indefinite hiatus from Instagram after () **growing** tired of () “**seeing** the world through a screen”.
 It’s no surprise many of us have glamorized the idea of () **taking a** break from the digital...
 () **Avoiding** social media can create a FOMO all its own...
 For example, () **worrying** that you’ll miss a friend’s big life announcement on Instagram...

Read the chart and role-play the reasons why people use social media.



Why do you use social media?
 I use social media for *staying up-to-date.*

What is your main use of social media?
Sharing opinion.

Retrieved from: <https://goo.gl/pDly9w>. Accessed on April 14, 2017.

LISTENING

Read the title of the video you are going to watch. List at least five ways you think social media is changing our brains. Then, watch the video and check which ones you guessed right.



https://www.youtube.com/watch?v=HffWfd_6bJ0

USING VISUAL CUES

You can use visual cues to help you understand what you are listening to. Try to connect the words you are listening to the illustrations of the video. Visual information may help you follow the video.

Put the frames in the order in which they come up in the video:

()



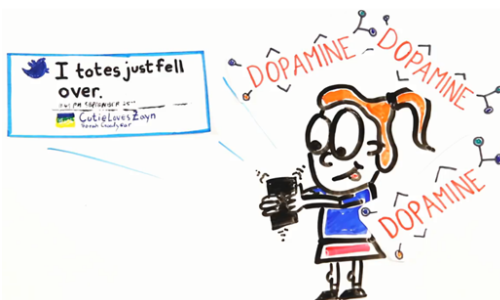
“You might think that those who use social media or constantly switch between work and websites are better at multi-tasking”

()



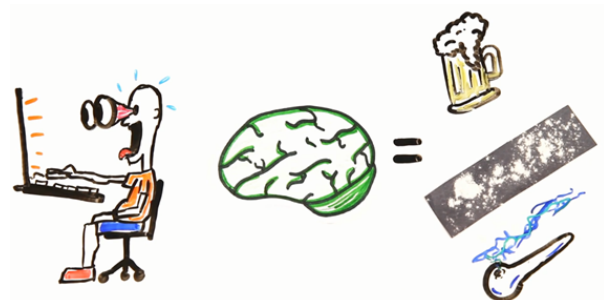
“studies on relationships have found that partners tend to like each other more if they meet for the first time online”

()



“scientists found that the reward centers in people’s brains are much more active when they are talking about their own views, as opposed to listening to others”

()



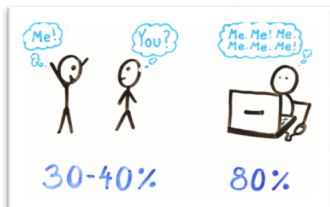
“brain scans of these people actually show a similar impairment of regions that those with drug dependence have”

According to the video, what are the following numbers referring to? Match the numbers and the information below. Then, watch the video again and check your answers.

- a) $\frac{1}{3}$ () face-to-face conversations involve communicating our own experiences
- b) 5 – 10% () social media communication is self-involved
- c) 89% () internet users unable to control how much time they spend online
- d) 30 – 40% () entire world using social media
- e) 80% () test subjects said they experience the Phantom Vibration Syndrome at least once every two weeks

Put *T* (true) or *F* (false) for each statement according to the video. Correct the false statements to make them true.

- () Brain scans of social media addicts show a similar deterioration of regions that people who are drug addicted.
- () Experts think that those who use social media or constantly switch between work and websites are better at multi-tasking.
- () Increased multi-tasking online make it easier for your brain to commit information to memory.
- () Scientists found that the reward centers in people’s brains are much more active when they are listening to other people instead of talking about themselves.



Working with a partner, explain the differences in communication represented in this frame of the video.

Do you experience any changes in communication when you talk face-to-face or over social media? Explain.

Can you explain what the *Phantom Vibration Syndrome* is?

Have you experienced this syndrome?

What is it like?



PRONUNCIATION

Look at the following sentence from the video and complete the chart:

HERE are FIVE CRAzy WAYS that SOcial MEDia and the INternet are aFFECting your BRAIN RIGHT NOW

Content words (words in: blue / pink) are the words responsible for there meaning of a sentence.

Function words (words in: blue / pink) are necessary words for the grammar of a sentence.

In other words, content words bring the information while function words make the structure grammatically correct.

IMPROVE YOUR PRONUNCIATION SKILLS

Content words are emphasized in English conversation while *function words* are unstressed.

Listen to the pronunciation pattern of the first segment of the video. Follow the same pattern used by the narrator when reading aloud. Don't forget to stress the right syllable in the content words.

With SOcial MEDia SITES BEing USED by ONE-THIRD of the enTIRE WORLD, //

they've CLEARly HAD a MAJor INfluence on soClety //

But WHAT aBOUT our BOdies? //

HERE are FIVE CRAzy WAYS that SOcial MEDia and the INternet are aFFECting your BRAIN RIGHT NOW!

Now, determine the sentence stress of the following segment and practice it.

You can use a **voice recorder** in order to compare your pronunciation with the video.

Recording yourself is another great tool for improving your spoken English. You can use your smartphone or other gadget to record yourself and figure out how you can master your speaking skills.

*Though it's a psychological addiction as opposed to a substance addiction, //
brain scans of these people actually show a similar impairment of regions //
that those with drug dependence have.*

WRITING

Last year, the British singer Ed Sheeran explained his decision to take a break from social media on a post on Instagram. Read his announcement and answer the questions:



Retrieved from <https://goo.gl/hb2o4k>.
Accessed on May 26, 2017.

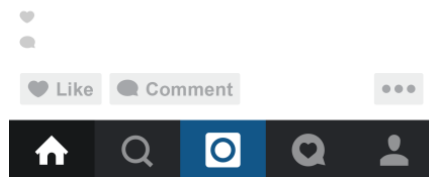
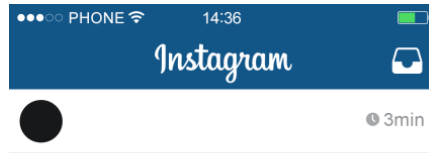


Retrieved from <https://goo.gl/Ir6j41>.
Accessed on May 26, 2017.

1. The singer decided to make an unconventional announcement. Why?
2. What did he take into consideration for making his decision?
3. How does he start his text? Who is it written for?
4. Does he make use of (tick the right answer):
() a long story explaining all the details of his decision
() a straightforward, concise text
5. How does he address to his friends and fans at the end?

Choose one of the tasks below and write an announcement for your friends and family to be posted on Instagram:

- a) Imagine you decided to join a group of people who are determined to quit social media. Write an announcement communicating your decision.
- b) A group of people resolved to quit social media but you disagree with them. Write an announcement reacting to their decision.



Instagram template retrieved from <https://goo.gl/5cYEGq>.
Accessed on May 26, 2017.

TIPS ON HOW TO WRITE AN ANNOUNCEMENT:

1. Be direct and concise in your announcement. Your reader will be able to understand the information quickly and can refer back to it easily.
2. Write a short, friendly announcement that's to the point when you're sharing positive news. Written in the right tone, an announcement can show a wish to keep up a business or personal relationship. It can also build on positive feelings like confidence, allegiance, and helpfulness.
3. Recognize what others have achieved in your announcement, and motivate your reader to reach similar goals.
4. Present your information in a plain and complete way, so your reader will understand you the first time (and not ask questions later).
5. If the news you are announcing is bad, write it in a direct statement. Add a message of understanding and optimism to your announcement, in a respectful tone.

Retrieved from: <https://goo.gl/Wj0qs1>.
Accessed on: January 24, 2017

Unit 2. Going Tech-free – Teacher’s Guide

This unit is structured as follows:

UNIT GOALS: provide students with guidelines for the general content of the unit.

WARM-UP: instigate students to have an overall discussion about what the unit is concerned with.

READING: the reading task has been split into three different stages: “pre-reading” aims at narrowing students’ discussion towards the text; “while-reading” supports students in better understanding the text by making use of vocabulary and comprehension exercises. The “after-reading”, in turn, stimulates students to engage in a class discussion.

GRAMMAR: assists students in becoming aware of using *-ing* forms and grants them a chance for further practice by also making use of functional language.

LISTENING: the listening task has been divided into the following stages: “pre-listening” gives students an opportunity for predicting the content of the video; “listening” makes uses of diversified tasks in order to assist students in using visual cues to better understand the video; and “after-listening” helps students explore and personalize what they have heard in the video.

PRONUNCIATION: help students visualize the difference between content and function words when it comes to intonation as well as providing them with a chance for improving their own spoken skills.

WRITING: help students becoming aware of a text genre, provides writing tips and prompts them to write their own announcement.

SPEAKING: through discussion topics and diversified communication tasks, students are encouraged speak all over the unit.

UNIT GOALS

Go over the unit goals with the students explaining as necessary.

- ➔ It is helpful to activate students' prior knowledge at the beginning of the unit so that they can get to know what they are going to be working with along the unit.

WARM-UP

Have students read the charts with the reasons why people have stopped using social media and which social media websites and apps have been widely used so far.

Have students walk around the class researching their own context in order to have a final discussion presenting the information they have gathered.

Ask students to share their findings.

Answer key: *the questions are aimed at provoking discussion; therefore, there are no wrong answers.*

READING

Direct students' attention to the question above the text. The teacher can call on some students to share their answers with the whole class.

Answer key: *the question is aimed at engaging students in reading the text; therefore, there are no wrong answers.*

Have students read the text. Tell them to underline the words that they do not understand.

Go over the newspaper article with students, explaining any questions related to vocabulary.

- Vocabulary

Ask students to read the text again in order to relate words or expressions to their respective meaning.

Answer key: *back up; do it for the gram; FOMO – fear of missing out; go tech-free; linked-up; respite; social media beef (or internet beef); social media cleanse.*

- Comprehension questions

Have students go back to the text in order to answer the comprehension questions and check their answers afterwards.

Answer key: 1. Pros: “Social media can be a great tool for keeping in touch with friends and family” (3rd paragraph); “another huge plus of getting off social media? Avoiding FOMO – the fear of missing out” (4th paragraph). Cons: “Too much social media can cause serious problems” (3rd paragraph); “[...] excessive Facebook use is linked to things like isolation, loneliness, and depression” (3rd paragraph); “but excessively using social media [...] can negatively impact relationships and well-being” (3rd paragraph); “research has also shown connections between problematic usage and depression, anxiety, and insomnia” (3rd paragraph).

2. Answers may vary, but evidence is: “Social media cleanse [...] has become somewhat of a buzz-phrase in our increasingly digital society”; “it’s no surprise that many of us have glamorized the idea of taking a break from the digital and getting back to our pre-technology roots” (1st paragraph).

3. The author assumes a neutral position in relation to it. “The verdict: if social media causes you a ton of stress or getting in the way of your life, then taking a break from it could be helpful” (7th paragraph).

4. *is not beneficial; excessive; getting off;*

- Discussion

Have students go over the text to find arguments that support either using or quitting social media.

Encourage students to make a list of topics they would like to discuss in class and to present arguments that support their stand.

Stimulate students to participate in a fruitful discussion both by listening to others and taking notes as well as by making use of functional language for engaging in a discussion.

Point out the “Common mistake” box. Remind them that we should use alternative ways, such as “Sorry”, “I beg your pardon”, “Pardon”, “Could / can you say that again, please” and the like.

GRAMMAR

Direct students’ attention to the two examples from the text. Ask students to match the two examples to the language usage.

Answer key: 1. A and C; 2. B and D

Have students work on the other examples from the text, by applying the rules from the box.

Answer key: 1. *a*; 2. *b*; 3. *b / b*; 4. *b*; 5. *a*; 6. *a*.

Have students read the chart “Why do people use social media?”.

Point out the speech bubbles on the right. Have a pair of students model the conversations to the class. In pairs, students role-play conversations with the reasons why people use social media.

If desired, students can move on to give their own reasons for using social media, as freer language practice.

As students practice the short-conversations, the teacher walks around the class and make notes in order to provide further feedback regarding the uses of the *-ing* forms.

LISTENING

Before watching the video, direct students’ attention to the title of the video they are about to watch.

Ask students to predict the content of the video by listing five ways how social media is changing people’s brains.

Play the video up to 2’40’’

The video is available on https://youtu.be/HffWFd_6bJ0 (Accessed on May, 26th 2017) or on the DVD attached to the coursebook.

Ask students to check their predictions.

Direct students’ attention to the “Using visual cues” box. Ask students how they have used visual cues to help them grasp the content of the video and how they could make use of this strategy for understanding other videos.

Have students put the frames in the order in which they appeared in the video.

Answer key: 1st: *brain scans of these people...*; 2nd: *you might think that those...*; 3rd: *scientists found that the reward centers...*; 4th: *studies on relationships have found...*

If necessary, play the video again so that students can check their answers.

Have students match the percentages to the information from the video.

Answer key: *d; e; b; a; c*

Play the video again so that students can check their answers.

Ask students to use information from the video to decide whether the statements are true or false, and to correct the false ones.

Answer key: *T; F* (they perform much worse during task switching tests); *T; F* (when they are talking about their own vies as opposed to listening to others).

In pairs, students explain one another the differences in communication represented in the picture.

Answer key: answers may vary, but might include: “*while 30-40% of face-to-face conversations involve communicating our own experience, around 80% of social media communication is self-involved*”.

Direct students’ attention to the video frame and ask them what the Phantom Vibration Syndrome is and if they know how many people have experienced this syndrome.

Answer key: *Phantom Vibration Syndrome is a relatively new psychological phenomenon where you think you felt your phone go off, but it didn’t. In one study, 89% of test subjects said they experienced this at least once every two weeks.*

Additionally, it is also possible to personalize this question and do a quick survey in class to check how many students have suffered from this phenomenon.

Listening Transcript

With social media sites being used by 1/3 of the entire world, they've clearly had a major influence on society. But what about our bodies? Here are 5 crazy ways that social media and the internet are affecting your brain right now!

Can't log off? Surprisingly, 5-10% of internet users are actually unable to control how much time they spend online. Though it's a psychological addiction as opposed to a substance addiction, brain scans of these people actually show a similar impairment of regions that those with drug dependence have. Specifically, there is a clear degradation of white matter in the regions that control emotional processing, attention and decision making. Because social media provides immediate rewards with very little effort required, your brain begins to rewire itself, making you desire these stimulations. And you begin to crave more of this neurological excitement after each interaction. Sounds a little like a drug, right?

We also see a shift when looking at multi-tasking. You might think that those who use social media or constantly switch between work and websites are better at multi-tasking, but studies have found that when comparing heavy media users to others, they perform much worse during task switching tests. Increased multi-tasking online reduces your brains ability to filter out interferences, and can even make it harder for your brain to commit information to memory.

Like when your phone buzzes in the middle of productive work. Or wait... did it even buzz? Phantom Vibration Syndrome is a relatively new psychological phenomenon where you think you felt your phone go off, but it didn't. In one study, 89% of test subjects said they experienced this at least once every two weeks. It would seem that our brains now perceive an itch as an actual vibration from our phone. As crazy as it seems, technology has begun to rewire our nervous system - and our brains are being triggered in a way they never have been before in history.

Social media also triggers a release of dopamine - the feel good chemical. Using MRI scans, scientists found that the reward centers in people's brains are much more active when they are talking about their own views, as opposed to listening to others. Not so surprising - we all love talking about ourselves, right? But it turns out that while 30-40% of face-to-face conversations involve communicating our own experience, around 80% of social media communication is self-involved. The same part of your brain related to orgasms, motivation and love are stimulated by our social media use - and even more so when you know you have an audience. Our body is physiologically rewarding us for talking about ourselves online!

But it's not all so self-involved. In fact, studies on relationships have found that partners tend to like each other more if they meet for the first time online rather than with a face-to-face interaction. Whether it's because people are more anonymous or perhaps more clear about their future goals, there is a statistical increase in successful partnerships that started online. SO while the internet has changed our verbal communication with increased physical separation, perhaps the ones that matter most end up even closer.

Up to 2'40''

PRONUNCIATION

Direct student's attention to the example. Tell students to listen to the stressed words in the sentence.

Have students choose the right options in the box.

Answer key: *Content words (words in blue); Function words (words in pink).*

Explain students how knowing content and function words may help them when it comes to improving oral skills.

Have students listen again to the fragment of the video and repeat it afterwards.

Optionally, students can try to repeat along the video. It might be particularly easier for students to notice the pronunciation pattern.

Explain students that even if the word is a content word, you have also to notice the stressed syllable within that word, i.e., not all syllables are stressed in pronunciation.

Have students determine themselves the pronunciation pattern of the segment, first by dissociating content and function words, then by highlighting the stressed syllables in content words.

Encourage students to use a voice recorder to record their own voice as they practice so that they can compare their own pronunciation with that of the video narrator.

Answer key: *Though it's a psychoLOGical aDDICtion as oPPOSED to a SUBstance aDDICtion, // BRAIN SCANS of these PEOPle ACTually SHOW a SIMilar imPAIRment of REGions // that those with DRUG dePENDence HAVE.*

WRITING

Ask students what they know about the British singer Ed Sheeran and what important step he took in relation to using social media.

Have students read Ed Sheeran's announcement and answer the questions.

Answer key: 1. *His announcement is considered to be unconventional because he made use of an Instagram post to announce his decision.* 2. *He took into consideration the fact that he was 'seeing the world through a screen and not his eyes'.* 3. *He starts by addressing his audience "Hello all". It is written for his friends, family and fans.* 4. *He made use of a straightforward, concise text.* 5. *'See you all [...] and thank you for being amazing'.*

Ask students to look at the format and structure of Ed Sheeran's announcement.

Point out the box with tips for writing an announcement.

Have students choose one of the proposed tasks and write an announcement.

Rationale

The present units were devised aiming at adult students from private language institutes who are currently studying at B2 level according to the CEFR – Common European Framework of Reference for Languages. Based on the document, these students are able to “understand the main ideas of complex text on both concrete and abstract topics” as well as “(to) produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (Council of Europe, *Available at: <https://goo.gl/C9RJUv>, Accessed on July, 10, 2017*)

First and foremost, each unit was thought as a thematic unit, in which students are led to demonstrate their prior knowledge at the warm-up stage and to develop it throughout the unit, having the chance to express their meanings in alternative ways. By doing so, learners are expected to reflect upon current issues surrounding them, i.e., the characteristics of the new generation with whom they deal on a daily basis and the use of social media.

The units were conceived within the communicative language teaching approach. Activities were developed to support students while communicating in the target language, therefore, granting them an opportunity to engage in interactions to express their ideas and opinions. According to Larsen-Freeman (2000, p.127), “communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning”. Richards (2006, p. 22) also claims that “effective classroom learning tasks and exercises provide opportunities to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange”. Harmer (2007) talks about the authenticity of the communicative tasks, arguing that in order to do so students should have a desire and a purpose to communicate something. Thus, I chose to work on topics which are closely related to students’ lives so that they have a motif for engaging in the discussions throughout the units.

The material used for developing tasks has all been retrieved from authentic sources and include news articles, infographics, and videos. This is one of the assumptions of the communicative approach which takes into account that authentic language should be introduced as it is used in real life (Larsen-Freeman, 2000). By making use of authentic

material, students are exposed not only to real language but also cultural information about the English-speaking world (Richards, 2006).

I opted to use news articles in both units due to the fact that people often go over the headlines of news stories and feel discouraged to read the full story. In order to encourage learners to read, before-reading tasks instigate L2 students to predict and to take a stand on a given topic. Then, the news articles offer them further information on each topic. At last, after-reading tasks direct learners to reflect upon their stand as well as to express why they had taken such a stand. Links for full versions on the respective websites are also made available so that students may read the news article online. The infographics, on the other hand, seek to meet the demand of those who prefer reading a more concise version with visual aids. It is also noteworthy that these are all technology-based genres which appeal to students' interests.

In the communicative language teaching, the teacher plays the role of “a facilitator in setting up communicative activities and as an advisor during the activities” (Larsen-Freeman, 2000, p.127). Therefore, teachers act as co-learners (Richards, 2006) or co-communicators (Larsen-Freeman, 2000) who are constantly making use of different alternatives to promote discussion in the classroom. They may also take part in communicative tasks in order to foster conversation in class, provided they do not dominate the activity. For example, they may suggest what a learner might say next or help to overcome difficulties during a discussion. Moreover, the teacher stimulates the use of the target language over the first language, as it is the case of monolingual classes. The classroom communication is successfully achieved by exploiting the target language. (Richards, 2006; Harmer, 2007).

Regarding errors, the teacher is expected to make notes of students' errors in order to provide feedback at a later stage of the activity, not only by pointing out which errors have occurred, but also by emphasizing what students have successfully achieved. “Errors are tolerated and seen as a natural outcome of the development of communication skills” (Larsen-Freeman, 2000, p.127). The author reiterates that errors should be worked “during more accuracy-based activities” (Larsen-Freeman, 2000, p.127).

Meanwhile, students play the role of autonomous learners who are in charge of their own learning. “Students are communicators actively engaged in negotiating meaning—in

trying to make themselves understood and in understanding others—even when their knowledge of the target language is incomplete” (Larsen-Freeman, 2000, p.129). Furthermore, the classroom is a conducive atmosphere for language learning where students practice the target language as well as reflecting on their language use. The use of small groups in the language classroom drives learners towards autonomy since they have to make decisions about their own learning (Richards, 2006).

Students’ autonomy is also encouraged by tasks in which students exploit internet tools such as online dictionaries that they may access at any time to check their spelling and pronunciation in addition to tools that propose a better use of online tools such as an infographic maker, which they may apply when studying different areas of interest rather than the English language itself.

The listening tasks of both units were conceived from authentic materials. One might argue against the complexity or the speed of the language used in the videos. Scrivener (2005), however, asserts that teachers should be concerned about grading the task instead of the recording. Provided the task is properly adjusted for the level, the use of any authentic recording is possible, even at lower levels. He also stresses the importance of predicting the content or shape of the text before carrying out a listening task in order to help learners succeed in the activity. To do so, gist tasks were given for each listening activity. Unit 1, for example, requires students to relate people to what they said in the video whereas Unit 2 asks students to write down a list of five items described along the video. “By giving students the questions before the recording is played (rather than after), you will give students the opportunity to listen with a clear aim in mind [...], you turn the exercise from a memory test into a listening task” (Scrivener, 2005, p.172).

Alike listening tasks, the reading section was also designed with authentic texts extracted from online news websites. Harmer (2007) postulates that:

Authenticity [...] is vital for students to get practice in dealing with written text and speech where they miss quite a few words but are still able to extract the general meaning, an argument can be made for using mainly authentic reading and listening texts in class. After all, it is when students come into contact with ‘real’ language that they have to work hardest to understand (Harmer, 2007, p. 273).

The author suggests that the teacher is responsible for provoking students so that they can activate their prior knowledge or schemata on the topic of the reading text by means

of lead-in tasks. The prediction stage is also important in order to have learners engaged in the text they are about to read. Thus, the reading tasks started from more general exercises asking students to read the headline and predict the content or also to take a stand on the topic before reading. “Moving from the general to the specific [...] allows students to get a feel for what they are seeing or hearing before they have to attack the text in detail, which is the more difficult thing to do” (Harmer, 2007, p. 270). After reading the text for general understanding, students have to examine the text in a more detailed manner so that they can work on comprehension questions.

There is also room for students to express their point of view on the topic of the unit through a class discussion activity in Unit 2. They are invited to get ready for discussion by organizing ideas they would like to discuss with the whole class as well as by listening to other students’ ideas. They are supplied with functional language for taking part in the discussion. Students, then, are given voice and can acquire new information or consider new points of view. Ur (1981, p.3) acknowledges that “the purpose of the discussion [...] is to be taken very seriously and the results respected by teacher and students alike”.

Grammar forms have been covered by means of the inductive approach, from which students work on prominent grammar forms in the text through a top-down analysis. According to Batstone (1994, p.100), “listening and reading tasks furnish rich opportunities for learners to notice grammar in context, as part of the wider skill of making sense of written and spoken discourse”. Moreover, he lays emphasis on *process teaching* of grammar since some grammar “forms may not emerge at all, or not at all adequately” (Batstone, 1994, p.99). Likewise, Thornbury (1999) highlights the advantages of an inductive approach to the teaching of grammar, claiming that students are actively engaged in the learning process, therefore, more motivated. “Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable” (Thornbury, 1999, p. 54). Students, thus, purposefully use grammar to convey clearer meaning when communicating (Batstone, 1994). Both grammar topics—i.e., the use of *-ing* forms and reported speech—were developed based on what Thornbury (1994) names ‘pattern-recognition’ through which learners are presented with examples and elaborate a rule. Specifically concerning reported speech I

deliberately decided not to stick to its details such as change of pronouns and verb tense, since Swan (1996) argues that:

“Words that are spoken or thought in one place by one person may be reported in another place at a different time, and perhaps by another person. Because of this, there are often grammatical differences between direct and indirect speech. These changes are mostly natural and logical, and it is not necessary to learn complicated rules about indirect speech in English”. (Swan, 1996, p.481)

It is important to emphasize that opportunities to practice the language form covered in each unit are not only restricted to the grammar task itself. Unit 1 – Generation Zers –, for instance, grants a further chance to practice reported speech right after the listening task by having students report what people said in the video. Batstone (1994) reiterates the importance of learners to reflect upon the language they have been using alongside a task so that they may compare what language forms they have produced to what language forms they were supposed to have used to convey clearer meaning.

The widespread use of technology has influenced how we write over the past decades aligned with an increase in written communication by means of text messages, social media posts and the like. The teacher has to have clear goals when preparing writing tasks for students especially regarding its usefulness (Scrivener, 2005). Therefore, the writing tasks were designed by following the *guided-writing* approach by Scrivener (2005), in which students are supplied with models, organizational framework, and language items which they could possibly use in writing their own version of a sample text. Additionally, the author proposes that:

A student can learn to become a better writer by (a) being actively encouraged and helped to follow through a series of preparatory steps before the final text is produced, and (b) becoming more aware of that preparation process, so that it can be done more independently and transparently in the future (Scrivener, 2005, p.194).

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