

Universidade Federal de Minas Gerais – UFMG
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

**BETWEEN THE REAL AND THE VIRTUAL:
FACING THE CHALLENGES OF THE MODERN
WORLD
(MATERIAL PARA ENSINO DE INGLÊS)**

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Belo Horizonte
2016

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Simone Sarmento

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INTRODUCTION

This task entitled *Between the real and the virtual: facing the challenges of the modern world*, is the completion of course task required for the specialization course at CEI - UFMG. We were supposed to develop two units for English teaching considering the characteristics and needs of a specific target audience.

Both units in this material are composed by two parts. The first part brings specific activities for each of the four skills (reading, listening, speaking and writing) and contents related to the unit main topic, besides the unit grammar point, pronunciation and vocabulary sections. The second part is the teacher's guide, which brings the most suitable answers to the activities besides some guidelines and suggestions for using the material.

The practice in both units is done by integrating language skills in communicative production. Promoting interaction as the main goal of all the activities. Moreover, the theme of both units are contemporary relevant topics.

The first unit was designed to teach English as a foreign language (EFL) for adults in an upper intermediate or advanced level of English in language schools. It brings contents and issues related to an adult daily life.

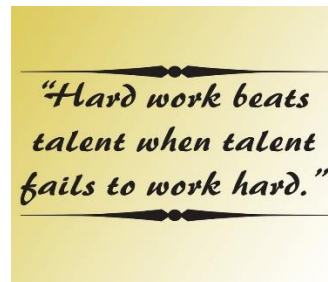
The unit presents in its core authentic material to deal with a social relevant topic, which is job. Considering that Brazil is facing an economic crisis which directly affects employment relations, it is necessary to reflect on the subject, debating and seeking alternatives to overcome the crisis. For that reason the topic of the unit becomes even more relevant. Although the topic is a serious matter, it is treated with humor, which makes it lighter.

The second unit was designed to teach English as a foreign language (EFL) for teenagers or young adults in a basic or intermediate proficiency level of language. It was designed having in mind languages schools, however it can be used in regular schools as well, due to the fact the unit main topic is really relevant and contemporary. Social networking is a phenomenon that affects virtually the entire world population. It also presents authentic material dealt with that relevant topic.

All the material was developed according to the theoretical support acquired along CEI specialization course which will be properly presented in the rationale section. It can

be adapted for many groups in different levels according to the specific characteristics of the group and the teacher feeling.

THE BEST WORK IS DONE WITH HEART



LET'S GET STARTED!

GROUP DISCUSSION: DISCUSS THE QUESTIONS BELOW IN CLASS

- A) With your own words, explain what the sayings above mean. Do you agree with them?
- B) Is it easy to find a job you really like doing? Is it hard to do a job when you like it?
- C) In your opinion, what is more important: money or satisfaction?
- D) What can a person do in case he or she doesn't like the job he or she has?

FIRST JOB, A STUMBLING BLOCK

What is the situation in the comic strips below? What makes it an uncommon situation?



What does the word in italics mean in this context?

BEFORE YOU READ

- 1) Match the words and expressions below to their definitions according to *Cambridge online dictionary*:

1) A pain in the butt	4) Tan
2) Fill something in/out	5) Wage
3) Hook up	6) Shame

Someone or something that is very annoying _____

The amount of money a person regularly gets for his or her job _____

To write all the information that is needed on a document _____

A bad feeling about something wrong that you have done _____

Darker skin that some people get from being in the sun _____

To meet or begin to work with another person or other people _____

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

- 2) Now read the following text and check the meaning of the words and expressions in exercise 1 according to the context.

NOW READ

Now you are going to read Danielle Wilson's story. Then, answer the questions according to text.





Getting My First Job Was a Pain in the Butt!

By Danielle Wilson

A while ago, all of my friends had jobs and I didn't. That's because they had a "hook up." (In case you don't know, a "hook up" is when a person who has a job gets you one with no problem.)

At times, I wished I had a hook up! If I did, I wouldn't have had to go through all those nervous interviews, or waste my ink on those applications that probably got thrown in the trash. If I had a dollar for every time I filled out an application, I wouldn't need a job!

No Experience

My job search really started when I turned 16. I went from store to store and filled out applications back to back. One day I asked my grandmother, "Why does no one want to hire me?" She said it was because I didn't have any experience.

How was I supposed to have experience when I'd never had a job before? McDonald's wouldn't even hire me. I applied there so many times it was a shame.

The Gap was one of the hardest places to apply. Once you fill out an application, the managers interview you right on the spot. It made me so nervous that I couldn't talk right.

But I learned, through McDonald's and the Gap, that a lot of jobs are very hard to get. And despite all the bad luck I seemed to have, I didn't give up. Eventually, I finally found a summer job.

It's a Start

There was a summer job program in New York City that I never knew about while I was applying at fast food restaurants. If you live in a housing project like myself, you may qualify. You have to do almost everything, like keeping the projects clean. (I don't mind being in the sun; I need a tan.)

I know some of you are thinking, "I'm not cleaning up for nobody." I was thinking the same way. But hey, it paid minimum wage and it was a job. And cleaning isn't that bad!

Besides, you have to start at the bottom before you reach the top. And the next time I looked for a job, it was that much easier. I already had work experience.

Adapted from <http://www.youthsuccessnyc.org/jobs/stories/FirstJob-Wilson.html>

1) According to Danielle, what would have happened if she had a hook up?

2) What was Danielle's grandmother explanation for the fact that nobody would hire her?

3) Why didn't she apply for a job in the summer program before applying in fast food restaurants?



AFTER READING

4) In the beginning of the text, Danielle mentioned the expression *hook up* and explained its meaning. Is it a common practice where you live?

5) Where can you find this type of text? More than one answer is possible.

Book () Journal () Website ()

Newspaper () Magazine () Social networks ()

6) How did you get to that conclusion?



- Read this comic strip about a situation in the job:



©Steve Kelley and Jeff Parker.



LANGUAGE IN USE

- Observe the structures from the text:
 “One day **I asked my grandmother**, “Why does no one want to hire me?” “
She said it was because I didn’t have any experience.”

- 1) How can you tell what someone else has previously said?

- 2) “One day I asked my grandmother, “Why does no one want to hire me?””
 How could you change this sentence to be completely in indirect discourse?

- Now read this structure from the comic strip:
 “Oh. I’m sorry, sweetheart”

- 3) How would you tell someone the wife’s reaction to the bad news?

- 4) How would you report the man’s answer in the first comic strip: “She made put that.”?



LET'S TALK

You have read Danielle's story, now tell us about your first job. Work in small groups.

How did you get your first job?

How old were you?

Where did you work? Which company did you work for?

How was your first job interview? Were you nervous?

What questions did they ask you? How were your answers?



Hint => to report what somebody else has said use sentences like:

“They told me I was too young to that job.”

“She said I could start the following Monday.”



BEFORE YOU LISTEN:

➤ Read the comic strip: is the man telling the truth? Why is he saying that?



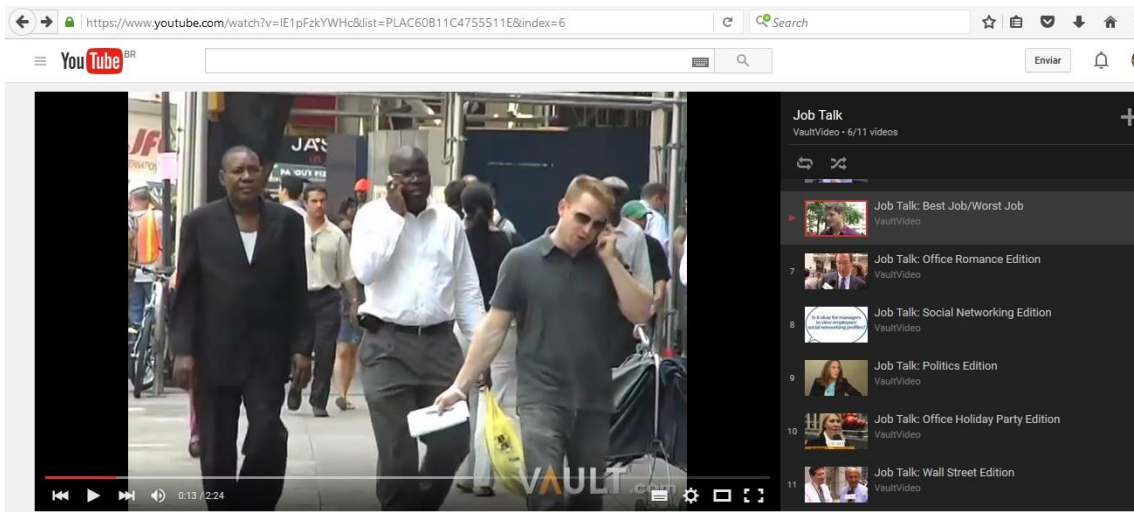
©Steve Kelley and Jeff Parker.

- 1) Do like your job? Is it the job you have dreamed of?
- 2) Are you employed now? Is your current job the best one you ever had? Which one was the worst?

WHILE YOU LISTEN

➤ Now you are going to watch a video from YouTube in which people tell about some of their job experiences. Pay close attention.

Reading the question before watching the video may guide you to find the correct answers.



Link: <https://www.youtube.com/watch?v=IE1pFzkYWHc&index=6&list=PLAC60B11C4755511E>

➤ Answer the questions below about the video you have just seen. Watch it twice if it is necessary.

1) Where do the interviews take place?

2) What is the purpose of the interview?

3) Which of the people do not have a boss?

4) Who thinks his/her current job is the best one he/she ever had? Where does the person work?

AFTER YOU LISTEN

In your opinion, which of the jobs mentioned in the interviews is the best one? Why?

Which of the job mentioned in the interviews would you never do? Why? What has the person said that made you decide?



VOCABULARY

Read the posts below from fmylife.com in which people tell funny stories about their jobs:

The screenshot shows the fmylife.com website interface. At the top, there is a navigation bar with links for 'FML', 'FAQ', 'Applications', 'Top FMLs', 'Random FMLs', 'Store', 'Submit your FML', and 'Moderate the FMLs'. Below this is a promotional banner for 'ROSE WHOLESALE Valentine's Day Sale' with a red heart icon and text '- FOR HER | FOR HIM UP TO 65% OFF - GIVE THE PERFECT GIFT'. The main content area displays four posts, each with a title, a short story, and interaction buttons (comments, like, share).

Navigation : fMyLife → Work

Today, a customer scared me for the sole purpose of watching my breasts jiggle when I jumped in surprise. I know because his head moved as they did, and he said, "Nice." before walking away. FML
#21519950 | I agree, your life sucks (9787) - you deserved it (836)
52 comments On 01/27/2016 at 2:59am - work - by NotYourToy (woman) - United States (New York) Like 9

Today, my boss got mad at me because I told her that I wouldn't be able to work two days out of the week, due to college classes. She then cut back my hours so much that I now only work one day a week. I got the job in the first place to pay for my college classes. FML
#21519921 | I agree, your life sucks (9484) - you deserved it (695)
37 comments On 01/27/2016 at 12:41am - work - by Anonymous (woman) - United States (Texas) Like 5

Today, I walked into a room to help a patient get ready for bed. Except she already was in bed, with two other male patients. I work in a retirement home. FML
#21519742 | I agree, your life sucks (12209) - you deserved it (923)
78 comments On 01/26/2016 at 5:22pm - work - by Anonymous - Netherlands (Noord-Brabant) Like 15

Today, I requested a pay rise at work. They said they couldn't do it as they have to cut costs, so I resigned. They've now re-advertised my job for more money than I asked for. FML
#21519593 | I agree, your life sucks (17801) - you deserved it (2099)
74 comments On 01/26/2016 at 6:40am - work - by Anon (man) - United Kingdom (Kingston upon Thames) Like 13

<http://www.fmylife.com/work>

1) Match the words and expressions from the posts to their definitions:

- | | |
|-------------|---------------|
| A) Sole | E) Retirement |
| B) Get mad | F) Rise |
| C) Due to | G) Resign |
| D) Cut back | |

- () An increase in the amount of money you earn for doing your job.
- () Because of something
- () Only
- () The period of your life after you have stopped working, usually because you are old.
- () To be angry when another person has upset them
- () To officially tell your employer that you are leaving your job.
- () To reduce the amount of money being spent on something



WRITING

The posts you just read are from the website fmylife.com in which people tell funny stories about their jobs.

Now it is your turn. In a sheet of paper, write a small text, like a post in social media, telling an unusual situation you have faced in your job. It may be funny, scary or unexpected situation.

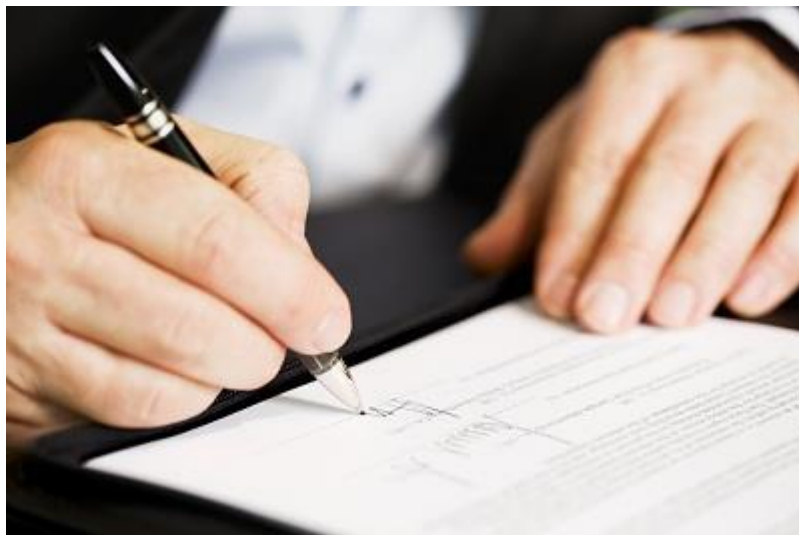
AFTER WRITING

Do you usually post your own experiences in social networks like Facebook and Tweeter? Why? Why not?

Do you usually reply or comment on other people's posts?

Now work in small groups, change your paper with your classmates and you are going to write a comment on each other's posts.

Have fun!



PRONUNCIATION: BRUSHING UP YOUR ENGLISH



LAST BUT NOT LEAST!

Let's brush up your English pronunciation.


BRUSH UP: to practise and improve your skills or knowledge of something

Mispronunciation of the –ED ending in regular verbs may cause misunderstanding sometimes. In order to avoid those misunderstandings, be aware of its pronunciation. The –ED ending can be pronounced in three different ways:

The pronunciation rule of the -ed

If the base verb ends in one of these <u>sounds</u> :	Example (base verb):	example with -ed:	pronounce the -ed:
/t/	want	wanted	/ <u>ɪ</u> d/
/d/	end	ended	
/p/	hope	hoped	/ <u>t</u> /
/f/	laugh	laughed	
/s/	fax	faxed	
/ʃ/	wash	washed	
/tʃ/	watch	watched	
/k/	like	liked	
all other sounds	play	played	/ <u>d</u> /
	allow	allowed	
	beg	begged	

<http://www.slideshare.net/alkhatri/simple-past-tense-12245095>

 **Now Practise!**

Now group the verbs according to the -ED ending pronunciation:

Work	Demand	Need	Add	Attach
Employ	Rest	Answer	Raise	Save
Afford	Mail	Stay	Replace	Park

/d/	/t/	/ɪd/



TEACHER' S GUIDE

THE BEST WORK IS DONE WITH HEART

LET'S GET STARTED!

- A) Students should give their opinion about the sayings and explain why they agree or don't agree with them.
- B) Student should reflect about how difficult is finding a job one really likes and how difficult is doing a job one doesn't like.
- C) Students have different points of view. Promote discussion. Assess suitable language.
- D) Students tell which advice they would give to a person who doesn't like his or her job.

FIRST JOB, A STUMBING BLOCK

It is a job interview. There is a comment from the applicant's mother in his resume.

It means his mother rule him although he is an adult.

BEFORE YOU READ

- 1) Correct order: 1, 5, 2, 6, 4, 3

NOW READ

- 1) She wouldn't have had to go through all those nervous interviews, or filled out so many application forms.
- 2) It was because she didn't have any experience.
- 3) Because she never knew about it.

AFTER READING

- 4) Students give their opinion. A "hook up" is when a person who has a job gets you one with no problem. It is a common practice in Brazil.
- 5) Magazine, website, social networks
- 6) By the use of informal register used in the text

LANGUAGE IN USE

- 1) Using reported speech. Changing the verbs by reporting verbs.
- 2) One day I asked my grandmother why no one wanted to hire me.
- 3) She said she was sorry.
- 4) He told his mother has made him put that

LET'S TALK

Promote discussion, while students are discussing in small groups assess language use.

BEFORE YOU LISTEN:

➤ Let students give their opinion. Discuss the comic strip. The man is not saying the truth, he is lying because he needs the job desperately. (He is trying to show that he fits the job).

- 1) Let students give their opinion.
- 2) Students tell about their own experience.

WHILE YOU LISTEN

- 1) The interviews take place in New York City.
- 2) Scoop what people are doing in their work. **Scoop** = *to be the first one to discover and publish a news.*
- 3) Virginia and Paul.
- 4) Tony. He works in a Real State Agency.

AFTER YOU LISTEN

Students give their opinion.

VOCABULARY

- 1) Correct order: F, C, A, E, B, G, D.

WRITING

Assess use of proper language.

AFTER WRITING

Students give their opinion.

Guide them in exchanging comments.

PRONUNCIATION: BRUSHING UP YOUR ENGLISH

/d/	/t/	/Id/
Employ	Work	Demand
Answer	Attach	Need
Raise	Replace	Add
Save	Park	Rest
Mail		Afford
Stay		

Connected world

Getting started

SOCIAL NETWORK

noun [C] uk  /ˌsəʊ.ʃəl 'net.wɜ:k/ us  /ˌsoʊ.ʃəl 'net.wɜ:k/

A website or computer program that allows people to communicate and share information on the internet using a computer or mobile phone.

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

1) In a small group discussion, give your opinion about these questions:

- A) Do you use social networks?
- B) Which ones do you usually use?
- C) How often do you use them?
- D) What purposes do you use them for?

- | | | |
|--|---|--|
| <input type="checkbox"/> Work | <input type="checkbox"/> Communicate with people who are distant from you | <input type="checkbox"/> Share your feelings, thoughts or photos |
| <input type="checkbox"/> School | | <input type="checkbox"/> Know about others' lives |
| <input type="checkbox"/> Have fun | | |
| <input type="checkbox"/> Meet new people | | |



<http://wikipediocracy.com/forum/viewtopic.php?p=91369>

B4 YOU READ

2) Discuss these questions in small groups:

A) Are you familiar with WhatsApp?

B) Do you use WhatsApp? How often do you use it?

C) What do you use WhatsApp for? Is it easy for you to imagine your life without WhatsApp nowadays? Why or Why not?

READING

Read the article about WhatsApp:

Explainer: What is WhatsApp?



WhatsApp is a free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting. It is popular with teenagers because of features like group chatting, voice messages and location sharing.

Using WhatsApp

To use WhatsApp you need: a compatible smartphone or tablet with a simcard, an internet connection and a phone number. The app uses your phone number as its username, and your account is locked to the phone, although you can transfer your contacts over to new devices.

Features of WhatsApp

Users of WhatsApp can share their location in real time over messages. They can also organize lists of contacts so that they can quickly send messages to lots of people in group chats through WhatsApp. Probably the best feature of WhatsApp is that it allows users to keep in touch with people living abroad, without incurring the international charges associated with text messages.

Adapted from: <http://www.webwise.ie/parents/explainer-whatsapp/> accessed June 7, 2016

3) Answer these questions according to the text above:

A) What is WhatsApp? How does it work?

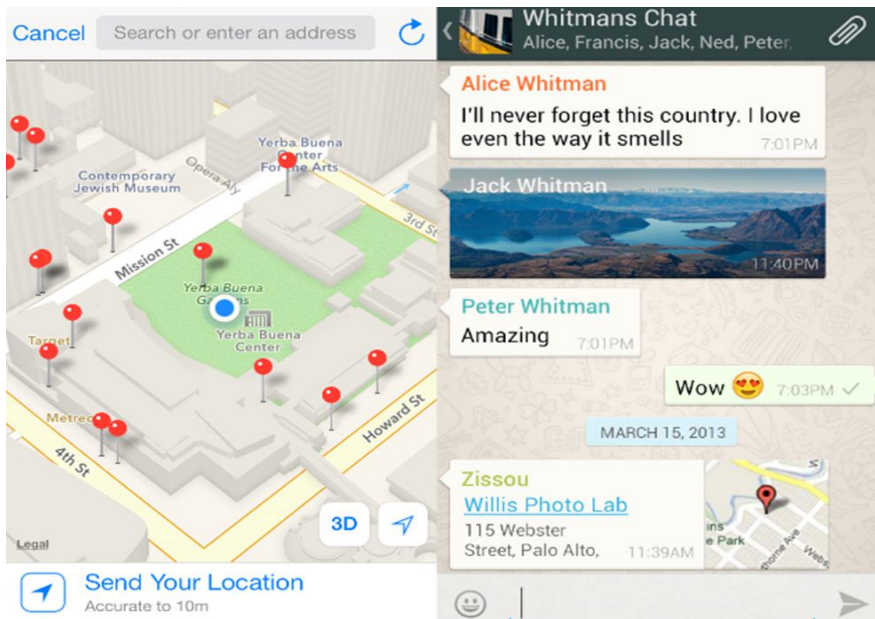
B) What is the main advantage of using WhatsApp rather than text messages?

C) Why is it so popular with teenagers?

D) What is necessary to use WhatsApp?

E) What can users do with WhatsApp?





AFTER READING

4) Answer in small groups:

- A) Which WhatsApp features mentioned in the text are shown in this picture? Do you use them? Do you think they are useful?
- B) Do you consider yourself as addicted to WhatsApp? Why or why not?

: <http://www.webwise.ie/parents/explainer-whatsapp/>






B4 LISTENING



5) Share your experience with your classmates:

- A) Do you have a family group on WhatsApp?
- B) Is there anyone in your family who cannot use WhatsApp? Why do they have trouble using WhatsApp?
- C) Do you try to help them?
- D) What is the easiest WhatsApp feature you could teach them how to use?
 - Sharing location
 - Sending voice messages
 - Sending photos
 - Sending pictures that depicts your mood, such as emoji

Emoji

Noun [C]  /i'məʊ.dʒi/  /i'moʊ.dʒi/ plural emoji or emojis 

a digital image that is added to a message in electronic communication in order to express a particular idea or feeling

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



E) Do you think emojis convey people’s feelings or thoughts? Do you agree with the saying “a picture says more than a thousand words”?

NOW LISTEN UP!



⇒ Now watch a video from *youtube.com* about how to use WhatsApp voice messages:

A screenshot of a web browser displaying a YouTube video. The video player shows three sequential frames of a hand holding a smartphone. In the first frame, the phone screen shows a WhatsApp voice message interface with a play button and a progress bar. In the second frame, the phone screen shows a text message conversation with a voice message icon. In the third frame, the phone screen shows a text message conversation with a voice message icon. The video player includes a progress bar at the bottom of the video area, showing 0:06 / 1:32. Below the video player, the video title "how to use whatsapp voice message" is visible, along with the channel name "harsh patel" and a subscriber count of 12. The video has 2.767 visualizações. To the right of the video player, there is a list of recommended videos, including "Girl-With-Amazing-Voice-and-Looping-Machine", "Reação dos canadenses quando ouvem que somos do Brasil.", "significado dos Signos |Cenas | Meninas má", "GLEE- 'Single Ladies' On The Football Field (HQ)", "Epic Celebrity Falls", "GLEE - Singing In The Rain/Umbrella (Full Performance) (Official Music Video)", and "MUSTAFARY - PLASTICO BOLHA". The browser's address bar shows the URL "https://www.youtube.com/watch?v=0oeFZZB2TKw". The Windows taskbar is visible at the bottom of the screenshot, showing the time as 21:40 on 11/07/2016.

Link: <https://www.youtube.com/watch?v=0oeFZZB2TKw>

6) Now answer these questions according to video:

A) Put the actions in the correct order to record a voice message on a touch screen phone:

- Hold the icon for duration of your recording
- Release the icon
- Tap and hold microphone icon
- The message is sent

B) Match the cell phone brands mentioned on the video to the proper procedure for each brand. Put B for Blackberry® and N for Nokia®:

- To cancel a recording press the end call button or press the center button again (depending on the model).
- Press and hold the spacebar to begin recording a voice message
- Press and hold the center button to record a voice message
- To cancel a recording press and hold the end call button

C) According to what you hear, are the following sentences (T) true or (F) false? In the false sentences underline the incorrect information.

- To cancel a recording in a touch screen phone simply slide your finger across the screen while recording a voice message.
- Unplayed messages that you receive will have a gray microphone icon
- It is not possible to know whether your outgoing voice messages has been listened
- When your recipient has not listened to your voice message the microphone icon will turn blue.
- On iPhone®, Android® and Windows phone 8® simply tap the play button then hold the phone up to your ear for private listening of your voice messages.



AFTER LISTENING

7) You have watched a video which teaches you how to use WhatsApp voice messages. Now it is your turn, record a voice message and send it to your teacher or to a classmate.

A) Do you usually watch videos from the internet to learn how to do anything? If so, tell your last experience to your classmates.

B) What is the main purpose of this video?

Argue

Instruct

Inform

Persuade

Entertain

Recount

Narrate

Describe

Evaluate



FOCUS ON LANGUAGE

⇒ Observe the sentences from the listening part:

- Tap and hold microphone icon
- Hold the icon for duration of your recording
- Release the icon

What are these sentences used for? _____

⇒ Now look at these other sentences:

- “Stand up straight.”
- “Come in and sit down!”
- “Please wait here!”

Which of these sentences is:

An order

An invitation

Polite request

You can give an order, give a warning or advice, give instructions, and make polite requests, offers or invitations using imperative forms.

8) According to the examples above and your previous knowledge complete the rules:

To make the imperative, use _____ without 'to'.

To make a negative imperative, put _____ before the verb.

To make it more polite add _____ in the _____ or in the end of the sentence.

9) Match an imperative sentence to a sign below:



Say NO to cyberbullying!

Listen to your teacher.

Don't smoke here.

Come in!

Turn off your cell phone.

Don't take photos in the museum.

10) Mark with a check where you can usually find imperative sentences:

Essay

Manual

News

Prescription

Recipe

Report

Signs and notices

Slogan

TV advertisement



Slogans, like the one above, are examples of imperative sentences. Why?

What does the word *web* mean in the slogan above? _____



11) In a small group discussion tell your experiences and give your opinion about the topics below. Then, tell to whole class

A) Do you know anyone who has suffered cyberbullying? Who is that person? What happened? What was the outcome of the situation?



**SOCIAL MEDIA IS
ABOUT SOCIOLOGY
AND PSYCHOLOGY
MORE THAN
TECHNOLOGY**

B) Do you think people's posts on their social networks can put themselves into trouble? What kind of trouble? Why do you think people do that? What advice would you give to those people?

“**EVERYTHING** you post on social media impacts your **PERSONAL BRAND**. How do you want to be known?”

Lisa Horn, a.k.a. The Publicity Gal
Tuesday · July 24, 2012 (10:00)



Signs of the social networking times.

<https://www.techinasia.com/20-social-media-comic-strips>

C) Do you know anyone who is addicted to social networks? How long does that person spend connected to social networks? How does that person interact with people close to her/him? Does that person have a “normal” social life?

HAPPE HOUR by eANTAL



<https://happhour.files.wordpress.com/2012/06/happhour062612.jpg>



<https://www.techinasia.com/20-social-media-comic-strips>

“Social media is addictive precisely because it gives us something which the real world lacks: it gives us immediacy, direction, a and **value** as an individual.”



PRONUNCIATION

12) Here are some words used in the previous sections of this lesson related to social networks. Put them into groups according to the underlined vowel sounds. There is a word that does not belong to any of the groups, which one is it? _____

- | | | |
|---------------------|------------------|------------------|
| C <u>e</u> ll | Ph <u>o</u> ne | Slo <u>u</u> gan |
| H <u>o</u> ld | Ph <u>o</u> to | Sm <u>o</u> ke |
| I <u>o</u> n | Pr <u>i</u> vate | St <u>a</u> nd |
| M <u>e</u> ssage | Re <u>a</u> se | T <u>a</u> p |
| M <u>i</u> crophone | Sl <u>i</u> de | W <u>e</u> b |

/æ/	/e/	/aɪ/	/oo/
Tap	Cell	Icon	Hold

GET READY TO WRITE

Do you usually post on social networks? Which ones? Do you chat on line? Do you have any key pals?

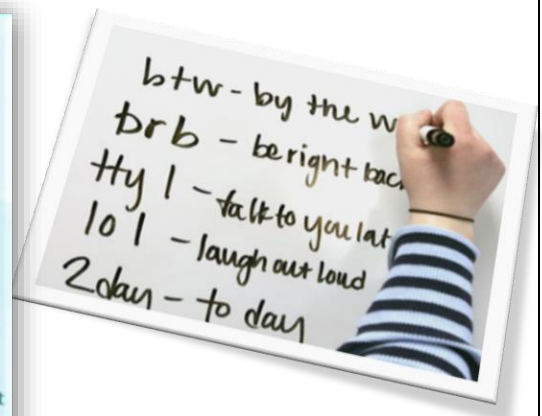


If so, you are familiar with abbreviations which people use to shorten the writing and make faster and more dynamic communication. These abbreviations are widely used on posts on social networks, especially when people are chatting.

Vocabulary

13) The following abbreviations are very popular on social networks. With your classmates and the internet help find out what they stand for. You may use your cell phone, computer or tablet to discover their meanings.

AFAIK _____	JK _____
ASAP _____	LMAO _____
B4 _____	NM _____
BAE _____	OMG _____
BFF _____	PODT _____
FYI _____	PPL _____
GR8 _____	ROFL _____
IDC _____	THX _____
IDK _____	WTF _____
IMO _____	YOLO _____



IT'S YOUR TURN



What is Twitter?

A social networking and “microblogging” service, enabling its users to send and read messages called tweets.

Say anything you want in 140 characters or less.



14) Based on the stories you have heard on exercise 11 (speaking section) write, on a sheet of paper, a tweet or a post warning people about the consequences of internet misapplication.

- Remember to be polite and don't mention names
- You can make it in a funny way
- As you are supposed to use a few words - about 50 - you may use abbreviations to make your tweet or post shorter.
- You may use imperatives.

AFTER WRITING

15) Now you are going to exchange your paper with as many classmates as possible, and you are going to write comments on each other's papers as you do on social networks.

After creating the sketch here you can publish your post on your real social network, if you are up to.

CRITICALLY THINKING



Take a look at the following image:

Is it a matter of age?

Read the quotation:

**I'M THANKFUL MY
CHILDHOOD WAS
FILLED WITH
IMAGINATION &
BRUISES FROM
PLAYING OUTSIDE
INSTEAD OF APPS
AND HOW MANY
LIKES YOU GET
ON A PIC.**

Is a generation happier than the other?

Look at this photo:



What is uncommon or unexpected in this photo?

The media can be an instrument of change, it can maintain the status quo and reflect the views of the society or it can, hopefully, awaken people and change minds. I think it depends on who's piloting the plane.

BE A GOOD PILOT

TEACHER'S GUIDE

UNIT 2: CONNECTED WORLD

GETTING STARTED

It is a warm up section to introduce the main topic of the unit and to activate students' previous knowledge about the topic.

- 1) Promote a class discussion about the topic asking the questions and giving the students the opportunity to talk about their own experience. **Encourage** students to talk and promote **interaction**.

✚ Draw students' attention to the comic strip and let them interpret it.

B4 YOU READ

- ✚ It is expected students already know and make use of WhatsApp quite frequently. They may not notice how important it is in most people's lives nowadays. Make them think about it and report to the classmates.
- 2) Working in pairs or groups of three depending on the number of students there are in class. Then, give them 10 minutes to read the text and answer the questions about it.

READING

- 3) Expected answers according to the text:
 - A) WhatsApp is a free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video.
 - B) Because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting.
 - C) It is popular with teenagers because of features like group chatting, voice messages and location sharing.
 - D) To use WhatsApp you need a compatible smartphone or tablet with a simcard, an internet connection and a phone number.
 - E) Users of WhatsApp can share their location in real time over messages. They can also organize lists of contacts so that they can quickly send messages to lots of people in group chats through WhatsApp. Probably the best feature of WhatsApp is that it allows users to keep in touch with people living abroad, without incurring the international charges associated with text messages.

AFTER READING

- 4) Keep working in small groups:
 - A) Location sharing and group chatting. Personal answers.
 - B) Personal answer. Make students reflect about their behavior.

B4 LISTENING

- 5) All questions will receive personal answers only to make students think about the need for instructional videos.

✚ Promote discussion about the use of emojis and the non-verbal communication.

LISTENING

The teacher will need internet connection or should download the video previously. The video takes 1:32 minute. It is an instructional video about how to use WhatsApp voice message. Video link from YouTube:

<https://www.youtube.com/watch?v=0oeFZZB2TKw>

- 6) Answers according to the video:

A) Correct order: 2,3,1,4.

B) N, B, N, B.

C) T

F Unplayed messages that you receive will have a **green** microphone icon

F It **is** possible to know whether your outgoing voice messages has been listened.

The color of the microphone icon next to your outgoing voice messages lets you know when someone has listened to your message.

F When your recipient **has listened** to your voice message the microphone icon will turn blue.

T

AFTER LISTENING

- 7) It is an opportunity to practice what they have learned from the YouTube video as well as speaking. Encourage them to send voice messages.

A) Personal answers.

B) Instruct

FOCUS ON LANGUAGE

⇒ Instruct people how to do something.

⇒ a,c,b

- 8) To make the imperative, use the infinitive of the verb without 'to'.

To make a negative imperative, put "do not" or "don't" before the verb.

To make it more polite add *please* in the beginning or in the end of the sentence.

- 9) Corret order:

f

a

b

d

c

e

- 10) Manual, prescription, recipe, signs and notices, slogan, TV advertisement.

Slogans usually give strong advice or are commands.

Web = the internet

LET'S TALK

11) Make students reflect about polemic topics, encourage them to speak, give their opinion about the topics and interact with each other.

✚ Remind them of the importance to be careful about what is posted on the internet.

PRONUNCIATION

12) The extra word is **release**.

/æ/	/e/	/aɪ/	/oo/
Tap	Cell	Icon	Hold
Stand	Web	Microphone	Slogan
	Message	Private	Smoke
		Slide	Phone
			Photo

GET READY TO WRITE

✚ As a warm up for writing, make your students think about what they usually post on social networks, about their virtual friends and about the kind of language is used on social networks.

Vocabulary

13) Meaning of the abbreviations:

AFAIK = as far as I know

ASAP = as soon as possible

B4 = before

BAE = before anyone else

BFF = best friends forever

FYI = for your information

GR8 = great

IDC = I don't care

IDK = I don't know

IMO = In my opinion

JK = Just kidding

LMAO = Laughing my ass* off

NM = Not much

OMG = Oh my God/Gosh

PODT = Photo of the day

PPL = People

ROFL = Rolling on the floor laughing

THX = Thanks

WTF = What the fuck*

YOLO = You only live once

* Words like ass and fuck are considered bad words, but it depends on the context and on who is using them. Besides that, people often use them in real life situations.

IT'S YOUR TURN (WRITING SECTION)

14) Make your students feel comfortable to write. Depending on the group you are teaching, you can let them work in pairs. Remind them to use internet language. In addition, tell them to write on a paper where there is room for replies.

✚ Assess use of proper language and their ability to sum up ideas in a few words.

15) It is time for **interaction**. Let your students move around the class sharing their ideas and writing replies on each other's papers.

✚ As homework, you can assign posting on real social networks or you can create a WhatsApp group so that the whole group, including you, can communicate in English.

Critically thinking

The purpose of this section is to promote questioning and reflection about the world we live in. Moreover, prepare students to argue about controversial topics that may generate further discussion.

Rationale

In a globalized world the need to learn a foreign language is increasing and recurrent. English language is one of the most studied languages in the world so much that is seen as a lingua franca.

People learn a language to communicate, to make use of the language as mean to understand and modify the world. The communicative language teaching (CLT) approach makes the path to accomplish that goal. Communication in the most global, anthropological terms is a cultural-bond system for making meaning which means "real-life language use". The speech event is seen as the point of departure for language teaching, rather than a discrete grammar point or a set of vocabulary items. Richards and Rogers (1999, p. 72) reinforce such idea saying that "Language that is meaningful to the learner supports the learning process."

Concerning real-life language use is mandatory to mention the role of authentic texts and authentic materials. Under the principles of CLT, the goal of the language teaching process is to develop a communicative competence which is explained by Richard and Rogers (1986, p. 71) as "the ability to use language for different purposes" which means, the ability to adapt this acquired language to different situations, contexts, and participants in the communicative process. In order to offer students conditions to acquire this communicative competence, teachers should make use of authentic materials only. Authentic materials make significant learning, because it shows the student ways to use the language in various contexts experienced in their real life.

Despite grammar is not seen as a departure point according to the communicative approach, it is an intrinsic and important part of the language and everyone needs it to master the linguistic system and to become a competent communicator in the target language. So that, we as English language teachers should reflect on our own practice and create a conducive and pleasant environment for our students learn grammar in the most natural and meaningful way possible.

Becoming familiar with techniques and strategies enables us to select the ones that best suit each class or student, and more than that, so we can provide our students the

alternatives they have and give them the opportunity to put them into practice by themselves. Since it is clear to everyone that the student learns more effectively when he is actively involved in the learning process.

Inductive approach to English Grammar teaching can help students to rediscover their subconscious knowledge of English grammar and bring it to consciousness, as the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation (cf. Chomsky, 1986; 1995; 2002). The significance of this inductive approach lies in the fact that it actively involves students in their English grammar learning process because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to memorize them without understanding why.

In reading and writing sections the linguistic aim is to understand the use of English in in real life contexts, including the characteristics, functions and comprehension, supported by the idea of DEREWIANKA (2003) that “in genre-based approaches the emphasis is on the creation of meaning at the level of the whole text.” Concerning the pedagogical aim, the main proposal is to bring the students to realize the importance and the impacts of each type of text in the social life. Furthermore, reading and discussing the messages transmitted by the each kind of text applies the idea 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.” DEREWIANKA (2003)

“Halliday (1994) sees language as a resource for making meaning and proposes that the language system has evolved to express two main kinds of meaning: experiential meaning (how we use language to represent our understanding of the world around us) and interpersonal meaning (how we use language to create relationships with others).” DEREWIANKA (2003).

Concerning listening and speaking according to Rebecca Oxford (1996) “Language Learning styles and strategies are among the main factors that help determine how – and how well – our students learn a second foreign language.”

“Learning strategies are defined as specific actions, behaviors, steps or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning.” OXFORD (1996)

Finally, another important aspect of language learning nowadays refers to developing critical thinking in our students. There are many possibilities of discussing important themes in classes. Learning goes beyond the classroom limits and can transform the world by

changing individuals. “The ultimate aim is, through education, to develop the critical consciousness of the individual and the institution, and the community’s responsibility for social change” (FA-JARDO, 2015).

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