

Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos
Curso de Especialização em Inglês (CEI)

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**TEACHING ENGLISH AS A FOREIGN LANGUAGE WITH COMMUNICATIVE
LESSONS**

Belo Horizonte-MG

2022

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Trabalho de conclusão de curso apresentado ao Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientador: Prof^a Deise Prina Dutra

Belo Horizonte-MG

2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Clayton da Cunha Oliveira matrícula 2021670249.

Às 16:10 horas do dia 03 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **Teaching English as a Foreign Language with Communicative Lessons**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Edelvais Brígida Caldeira, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota__94__

O resultado final foi comunicado publicamente ao(à) candidato(a) pela banca. Nada mais havendo a tratar, a banca encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 03 de dezembro de 2022 .

Prof^a Marisa Mendonça Carneiro

Prof^a Edelvais Brígida Caldeira

O trabalho atende aos requisitos do CEI

Prof^a. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

"We can't erase the things that shame us, or the ways we've shamed ourselves. All we can do is control our reactions – whether we let the past oppress us, or accept its lessons, grow, and move on." (Edward Snowden, Permanent Record, 2019)

Resumo:

Este trabalho consiste na elaboração de duas unidades didáticas para o ensino de língua inglesa como língua estrangeira e suas respectivas fundamentações teóricas. O trabalho está baseado na metodologia da Abordagem Comunicativa (Communicative Approach) que pressupõe o desenvolvimento de competências comunicativas por parte dos aprendizes. Cada unidade consiste de seis partes: introdução, reading, listening, grammar, writing e speaking, além do respectivo gabarito de respostas.

Palavras-chave: Ensino de língua estrangeira. Inglês. Abordagem Comunicativa.

Abstract:

This paper consists of two didactical units prepared to be used in the teaching of English as a foreign language and their respective methodological rationale. The methodological base for this paper is the Communicative Approach, a methodology that aims for the development of learner's communicative competence. Each of the units is divided in six parts: lead-in, reading, listening, grammar, writing and speaking, besides the respective answer key.

Keywords: English language teaching. English. Communicative Approach.

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Introduction

Learning a second language is a daunting task, yet extremely rewarding nonetheless. The language teacher has the challenge to guide learner's through their learning paths by delivering creative, interesting, meaningful lessons, whilst aiding the learners to avoid mishaps and pitfalls, and also making sure no one gets lost along the journey. Teaching is a life-long commitment to hone skills and constantly seek improvement or risk getting lost when sailing through uncharted waters.

This paper wades in teaching English as a foreign language with two course units. Each unit contains a lesson of speaking, listening, reading, writing and grammar based on the Communicative Approach. The grammar sections of both units are meant to be taught inductively through guided discovery. Both units have a unique theme throughout all the lessons, the theme is used to engage learners and encourage critical thinking in the classroom.

The first unit is a Business English unit, it is named "UNIT 01 – SOCIAL ENTREPREURNESHIP". The target audience to this unit are adults with a upper-intermediate level of English – B1 of the CEFR. This unit tackles entrepreneurship skills and at the end of the lesson learners are required to produce a business pitch. Also, the lesson aims to develop critical thinking among pupils. Learners are encouraged to reflect upon the social aspect of businesses and build a new view on how businesses could be pursued in a less detrimental way.

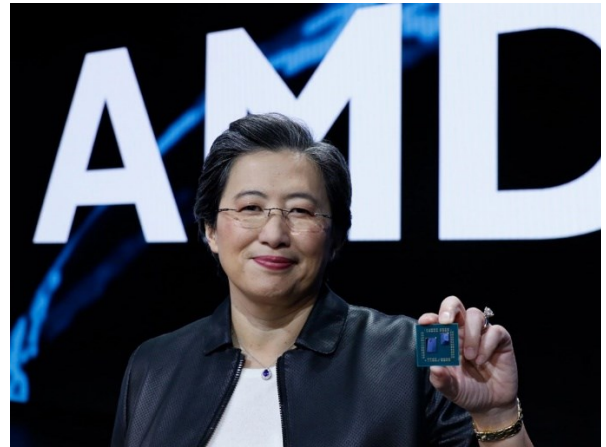
The second unit is named "UNIT 02 – HOUSE HUNTING", the target audience for this lesson are adults and young adults studying English for general purposes with a lower intermediate level of English – level A2 of the CEFR. By the end of the unit learners are required to role-play the purchase of a property by engaging in a bargain style negotiation. In unit two, learners are presented texts and video that show and contrast luxurious properties as well as the crisis in affordable housing that millions face every day. The intent of this unit is to spark a conversation among learners about the function of housing in society, as well as encourage reflection and critical thinking.

The units contained in this paper are part of an academic project. This work has no commercial purposes and no part of this publication may reproduced without the author's written consent.

UNIT 01 SOCIAL ENTREPRENEURSHIP



Susan Wojcicki, CEO at YouTube.



Lisa Su, CEO and president of AMD.



Mary Barra, CEO at General Motors (GM).



Maggie Timoney, CEO at Heineken

(pictures: <https://www.theceomagazine.com/business/management-leadership/female-ceos/>)

LEAD-IN

Look at the pictures of these powerful female business executives above. What is the role of women in the business world today? Was it different in the past? Discuss in pairs.

BUILDING VOCABULARY

Match the words (1-8) with the correct definition (a-h):

| | | |
|--------------------|--|--|
| 1. Profit () | a) To own valuable things, to have property and money. | e) The difference of selling price and cost of production. |
| 2. Charity () | b) Lack of money to cover basic expenses. | f) Means of generating wealth. |
| 3. Wealthy () | c) Buying and selling goods and services. | g) Who owns a part of a company. |
| 4. Donation () | d) To give away money and goods. | h) Organization to collect money, food and other items in order to distribute to the poor. |
| 5. Shareholder () | | |
| 6. Poverty () | | |
| 7. Trade () | | |
| 8. Capital () | | |

Read these dictionary definitions and complete the following task:

Business: *a particular company that buys and sells goods and services.*

NGO (non-governmental organization): *an organization that tries to achieve social or political aims but is not controlled by a government.*

Look at the following logos, are they a business or a NGO?



Put the words from the box in the correct column:

- 1- for-profit
- 2- non-profit
- 3- wealth
- 4- charity
- 5- donation
- 6- trade
- 7- shareholder
- 8- social cause
- 9- capital accumulation
- 10- poverty alleviation

| Business | NGO |
|----------|-----|
| | |
| | |
| | |
| | |
| | |

READING

Pre-reading:

- 1) In your opinion, what is the main difference between a NGO and a business?
- 2) Do you think it is possible to create an organization to combine characteristics of a NGOs and a business?

While reading:

Now, read the text about Social Enterprises. While reading the text, take notes of characteristics that belong to a NGO and to a business.

Read the following text:

What is a Social Enterprise?

A social enterprise refers to a business with certain social objectives as its primary goal while using a commercial structure to run the organization. Social enterprises usually attempt to make a strong societal impact while maximizing their profit as well, which is then used to fund their social programs.

Social enterprises can be both non-profit or for-profit organizations and may take the forms of many different types of organizations. What is common in all social enterprises is the fact that they usually adopt two main goals – the first is to generate profits, while the second is to reach its social, cultural, economic, or environmental outcomes outlined in the company’s mission.

It is important to note that social enterprises operate under the structure of a traditional business, and on the surface, they may seem to look, feel, and operate like any other traditional business. However, the key to understanding a social enterprise is to understand its mission, which outlines its key social objectives.

Profit generation is still extremely important to social enterprises, as earnings are important to sustain the livelihood of the venture but the important difference is that instead of using its profit to distribute among shareholders, the profits are used to reinvest in the enterprise to help it achieve its social mission.

Social enterprises will often have strong links to a registered charity or non-profit organization – sometimes a parent company – which feeds its profits to help better support its social mission.

(Adapted from: <https://corporatefinanceinstitute.com/resources/knowledge/other/social-enterprise/>)

Post-reading questions:

1- According to the text, a social enterprise:

- a) has a mission to help society.
- b) is a profitable business.
- c) all money earned is distributed to the owners.
- d) must give all of its money to charity.

| True | False |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

2- Decide if the following organizations are a **traditional enterprise**, a **social enterprise** or a **NGO**:

A: a market that sells a variety of products and uses its profits to support a charity that gives free professional training to ex-inmates so they can join the job market.

B: an organization that explores natural resources to generate energy to all society and in the end of the year it shares part of its annual profits with all of its employees.

C: an organization created by a group of people who collect money and food to help poor children with special needs.

| | | | |
|----------|--|----------|--|
| A | | C | |
| B | | | |

LISTENING

Pre-listening

In order to start a new social enterprise, what do you think is the most important? Choose 3 options.

- | | | |
|---|-------------------------------------|---|
| <input type="radio"/> Lots of money | <input type="radio"/> Determination | <input type="radio"/> Creativity |
| <input type="radio"/> Business experience | <input type="radio"/> Fix a problem | <input type="radio"/> Technical education |

In pairs. Compare your answers from the previous task. Discuss why you chose these options. What are other things you consider important besides the ones in this list?

Video Vocabulary. Match the following words with their definition:

- | | |
|---------------------|--|
| 1- capital literacy | a) An old person, usually older than 65 years |
| 2- business plan | b) Feeling sad and depressed without the company of other people. |
| 3- elderly | c) Knowledge about money and economic system. |
| 4- alone and lonely | d) A person who moves to another country to work and live. |
| 5- migrants | e) A written document that highlights the detailed strategy for achieving entrepreneurial success. |

While listening

Watch the video “How to start a social enterprise”. While you watch the video answer the following questions:

How to Start a Social Enterprise 1:35 (<https://youtu.be/s9XASPiNc6s>)



1. The woman's name is:

- a) Nanny
- b) Amy
- c) Genny

2. She is concerned about:

- a) The future of children
- b) The number of poor people without a job
- c) Migrants and the elderly people

3. Her business idea is:

- a) Hire migrants that speak English to help take care of the elderly
- b) Hire migrants who can't speak English to help elderly people
- c) Hire the elderly to teach English to migrants

4. To start the business she will need:

- a) To purchase a mini bus and many books
- b) Capital literacy and a business plan
- c) A migrant bus driver to pick up the elderly people

Post listening

1. The main aim of the video you watched is:

- a) To educate viewers about social enterprises
- b) To offer instructions how to start a small language school
- c) To offer an example of how to make easy money

2. Capital literacy is:

- a) The knowledge about important tools used to achieve business success
- b) To have enough money to help people from poor countries
- c) Loan money from the bank to be successful in business

GRAMMAR

Passive voice. Study the following sentences:

- A:** "Profit which is used to fund their social programs."
- B:** "The profits are used to reinvest in the enterprise."
- C:** "State Bags was created to address the needs of American children."
- D:** Blanket America was moved by the issue of domestic poverty.

Study this table:

| Subject | Verb to be | Past Participle | Complement |
|-----------------|------------|-----------------|----------------------------------|
| Profit | is | used | to fund their social programs |
| Blanket America | was | moved | by the issue of domestic poverty |

Complete the following sentences:

- ❖ The passive voice emphasizes _____ of the sentence.
 - a) the action
 - b) the subject
- ❖ The person/thing performing the action is _____.
 - a) not important/not known
 - b) very important/well-known

* get and have can be used to make passive constructions too. For example:

- *The protesters got arrested by the police*

- *I had the car washed yesterday.*

Use the verbs in the box below to complete the gaps in the text with the Passive Voice. Make the necessary changes.

lead – mesmerize – run – marginalize – strike – inspire

From Rio to London: Brazilian female social entrepreneurs meet their UK counterparts

Caroline Hailstone 6th January 2020

Brazil's coastal city Rio de Janeiro might seem worlds apart from the UK's London borough of Hackney. But both are home to a growing number of social enterprises – and many of them are _____ (1) by women. On a recent visit to east London, three female Brazilian visitors are _____ (2) by British women's work in social enterprise.

With 41% of UK social enterprises _____ (3) by women, and more than half having a majority female workforce, it might be easy to think that social business is successfully taking on UN Sustainable Development Goal number 5: “to achieve gender equality and empower all women and girls.”

But globally, women are still _____ (4) – and social enterprise reflects it. A 2017 study by the British Council of women in Brazil, India, Pakistan, the UK and the USA found the gender pay gap in social enterprise was 24%, the same as the global average, with 46% of women saying they came across barriers in running their social business due to their gender. These include greater demands from family life, less access to finance, fewer women role models, and greater prejudice and discrimination.

Ana Lúcia Barbosa Santos, an entrepreneur on the exchange, was _____ (5) by the similarity between social problems in the UK and Brazil after meeting people like Cat Whitehouse and Bella Rodriguez of London's Waterhouse restaurant, which provides catering training for young people who have faced personal challenges such as mental health issues and homelessness.

“Pain is universal, it's not a Brazil thing,” adds Clarisse Seixas – whose social enterprise MIMOS provides natural and sustainable cosmetic and hygiene products, and trans women from Rio favelas to make the products for their own communities. “But I'm _____ (6) by the inspiring women here in the UK taking on these challenges using social enterprise.”

(Adapted from: <https://www.pioneerspost.com/news-views/20200106/rio-london-brazilian-female-social-entrepreneurs-meet-their-uk-counterparts>)

PRONUNCIATION SKILLS

Diphthongs

When two vowels are paired together, the first vowel has a long sound and the second vowel is silent

| | | |
|----|------|--|
| OA | /oʊ/ | soap, goat, load, road, goat, toad |
| AI | /eɪ/ | main, laid, vain, aid, maid, paid, trait |
| EA | /i:/ | reach, feature, neat, meat, heat |

***Attention:** there are some exceptions to the

rule. If you are not sure how to pronounce a word, you can find pronunciation guides in the dictionary.

SPEAKING

Business Pitch Practice

Before you start:

What is a business pitch?

A pitch is a presentation of a business idea to potential investors. Organizations pitch investors because they need a partner or resource to help them accomplish their mission. For example, an entrepreneur may need an investment to start a new business or a business may need an investment when it needs money to grow and develop a new line of products beyond its current capacity.

There are many famous TV shows about business pitches:



In small groups. Discuss the following questions:

1. Have you watched any of these shows before?
2. Do you think they may offer some good examples of pitch meetings?
3. What are some good tips these shows offer to the audience?

You may learn more about the TV shows using the following links:



Create your own pitch for a social enterprise. Read the following ads for three American projects of social enterprises below.

1

STATE BAGS: Give. Back. Pack.

STATE BAGS was created to address the needs of American children that are living with challenging or critical circumstances. For every STATE bag purchased, STATE will hand-deliver a backpack, that contains all the essential tools for success to an American child in need while promoting and enabling education and community inclusiveness. Backpacks are handed out by their team of PACKMEN and PACKWOMEN who have lived in at-risk-neighborhoods themselves and have successfully overcome their circumstances to make a living. This has served as an example of success while promoting awareness inside these communities and using their experience to help others. (www.statebags.com)

2

Mitscoots: Get – Give – Employ

In Austin, the main challenge facing homeless people is obtaining food and water with access to clean socks and clothes following shortly thereafter. At Mitscoots they enable homeless people to have clean socks and a job. For every item you purchase from their store they give an equal quality item to someone in need and employ the transitioning homeless to get each and every style packaged. This enables homeless to integrate into the community and have a chance to get off of the streets. (www.mitscoots.com)

3

Blanket America: Buy 1, Give 1

Blanket America was moved by the issue of domestic poverty. For every blanket bought through Blanket America, an additional blanket was given to a person in need, thereby creating social awareness and providing families in need with domestic products. Since their inception, Blanket America has donated hundreds of thousands of blankets around the country. (www.blanketamerica.com)

(From: <https://www.consciousconnectionmagazine.com/2016/02/social-enterprise-examples-and-principles/>)

Choose the project you believe has more chances to succeed. Create a business pitch to attract investors to the project you chose. Explain to the investors why you think this project is the best alternative. State at least three reasons why people should invest in the idea you chose.

Your pitch must contain:

- ✓ An opening statement:
 - An introduction to your presentation. A general description of the project and why you chose it.
- ✓ Supporting information:
 - Offer 3 arguments explaining the reasons why you believe people should invest in the social enterprise you chose. You can use examples to make your case clear.
- ✓ Closing:
 - A conclusion to your pitch. Offer your final thoughts about the project. Summarize the main points of your pitch briefly. Make a recommendation or a call for action to your audience. Thank the audience for their time.



Attention!

Check the writing task below before continuing.

Sample sentences:

First of all, ...

This is a great idea because...

I especially like the fact that...

The social value of this project is...

I can see a positive outcome due to the fact that...

Simply put, I believe that...

Overall, ...

After you finish your presentation:

Complete the self-evaluation check list:

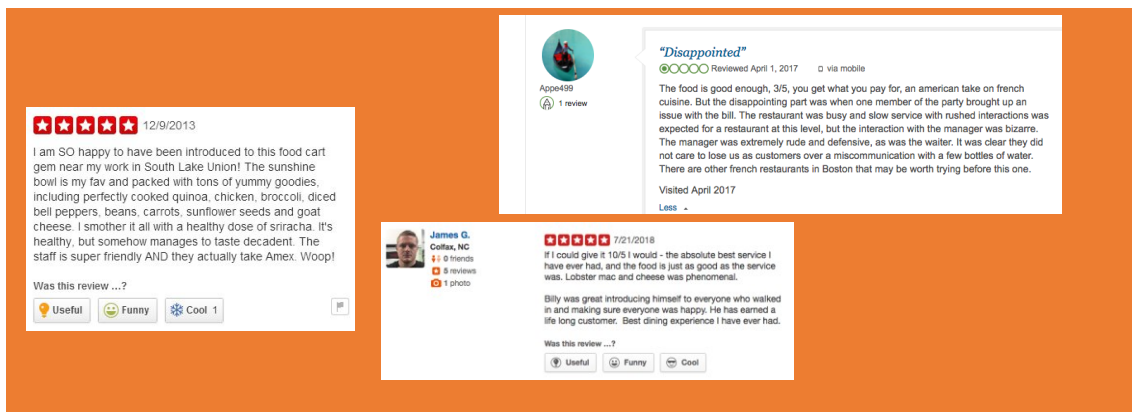
During my pitch presentation I...

- greeted the audience before starting
- was clear and concise
- delivered the speech as planned
- concluded the pitch within the time limit
- thanked everyone in the audience for their time

WRITING - PITCH REVIEW

Review from a classmate

Pre-writing



What is a review?

Is the review used to evaluate something?

Does the review offer specific examples of good and bad attributes?

Can the review be used to offer suggestions for future improvement?

⚠ Writing task

Choose a pitch from a classmate you listened to in the Speaking section and write a review about it. Highlight any positive or negative aspects of the pitch. Rate your colleague's pitch from 1 to 5 stars and state whether or not you were convinced to support the project.

Your review must contain:

- A thesis: the general idea of your review
- Evaluation of work: a concise summary of aspects you want to discuss.
- Recommendation: a conclusion that restates the general idea of your review and offers a 1-5 stars score.

Example:

Robert's pitch idea was very interesting. He was creative and made a nice presentation. His arguments were concise and well-thought. I was surprised by what he said in the second argument, I hadn't thought about that before. That was really clever, indeed. However, the third point he made wasn't clear to me. He argued that his project was innovative but I didn't understand it very well. I think he rushed his presentation a bit because he was afraid of running out of time. Overall, I think this was a good presentation. Robert is a smart guy and he was very convincing, except in the last part that was confusing. I give his presentation 4 stars and I think I'd like to support this project.

Post writing

Self-evaluation Checklist:

After you finish writing a review of a classmate's pitch:

Complete the self-evaluation check list:

In my review I...

- evaluated my classmate's pitch.
- was clear and concise.
- offered specific examples to my arguments.
- made suggestions for future improvement.
- checked grammar and spelling.

Edit your text. Correct any mistakes you found, and include any relevant information necessary. Once you have finished you can share it with your classmate and listen to their opinion.

Teacher's Guide – Unit 01

Lead-in

Write on the board “Innovation in Business” and divide the board in two columns “past” and “present”. Elicit from students what they think has changed in business practice and how it has evolved. Then, separate the students in pairs and let them discuss the questions presented in the Lead-in about the current role of women in business.

Vocabulary

Ask the students to match the words with their definitions individually. Then let them share their answers in pairs and help each other before showing the correct answers to the whole class.

Answer Key:

1-e; 2-h; 3-a; 4-d; 5-g; 6-b; 7-c; 8-f.

NGOs: Amnesty International, Greenpeace, Doctors Without borders.

Businesses: Ford, Apple, AliExpress.

- 1- for-profit
- 2- non-profit
- 3- wealth
- 4- charity
- 5- donation
- 6- trade
- 7- shareholder
- 8- social cause
- 9- capital accumulation
- 10- poverty alleviation

| Business | NGO |
|----------------------|---------------------|
| for-profit | non-profit |
| wealth | charity |
| trade | donation |
| shareholder | social cause |
| capital accumulation | poverty alleviation |

Reading

Pre-reading

In pairs or small groups, ask the students to share their thoughts about the questions 01 and 02. After they finish talking, choose one student from each pair/group to share their opinions with the rest of the class.

While reading

Students read the text individually in silence. They have to highlight characteristics of a social enterprise that belong either to NGOs or traditional businesses. Students are expected to notice the fact that social enterprises combine characteristics from both.

Post-reading

Answer Key:

- 1- a) True; b) True; c) False; d) False.
- 2- (A) social enterprise; (B) traditional enterprise; (C) NGO.

Listening

Pre-listening

In pairs, ask students if they were tasked to form a new social enterprise which three of the six choices given they would select.

Key: all choices are valid options but students must explain the reasons for their selection

Video Vocabulary Key

1- c; 2- e; 3- a; 4- b; 5- d.

While listening Key

1- a; 2- c; 3- c; 4- b.

Post-Listening Key

1- a; 2- a.

Grammar

The passive voice emphasizes the action/the subject of the sentence

The person/thing performing the action is not important/not known

Fill the blanks exercise:

(1) run (2) inspired (3) led (4) marginalized (5) struck (6) mesmerized

Speaking

Have the students discuss the questions about the tv shows in small groups. If they aren't familiar with any of the tv shows you might want to play the trailers available. To play the trailers just scan the QR codes.

ATTENTION: the speaking activity requires students produce a pitch. The content of their presentation should be used in the following writing activity.

In small groups, let students select one of the three projects included in the activity. They must create and present a pitch meeting for the chosen project as if they were trying to raise funds from investor to support the cause.

Writing

The students are supposed to write an original review regarding the presentations from the previous activity. Encourage students to evaluate peer's presentations on a positive note offering suggestions for future improvement. The teacher might want to create a board containing all the reviews to hang on the classroom wall.

UNIT 02 HOUSE HUNTING









LEAD-IN

Observe the picture in the previous page.

- Would you like to live in this house?
- What is special about this house?
- What makes a house a good place to live?

VOCABULARY BUILDING

Match the pictures with the correct option

| cottage – mountain cabin – waterfront lake house – flat – tiny house – motorhome | |
|---|--|
|  |  |
| <p>1 _____</p> | <p>2 _____</p> |
|  |  |
| <p>3 _____</p> | <p>4 _____</p> |
|  |  |
| <p>5 _____</p> | <p>6 _____</p> |

In pairs. Discuss with your partner, which of the options above would be the best place to live? Why?

READING

Pre-reading:

- 1) What is an economic crisis?
 - a. A period of time when the majority of society is doing well financially.
 - b. A critical period when most of people have their wealth diminished and struggle financially.
- 2) Is it possible that a crisis in the economy influences house prices?
 - a. Yes, in a situation of crisis less people can afford expending money in costly things such as real state and this makes the prices fluctuate.
 - b. No, house prices can't change a lot, they remain the same most of time.
- 3) What is a price bubble?
 - a. The undervaluation of goods' prices that attracts consumers to buy more.
 - b. A steep rise in prices beyond reasonable values consumers can afford.

While reading.

Read the text about the housing bubble and answer the following questions:

1. What creates a housing bubble according to the text?
2. What makes the housing bubble burst?

A: _____

Today's low mortgage interest rates have been great for the housing market and first-time home buyers. Unfortunately, high buyer demand has caused prices to rise sharply, leading many people to wonder if we're living in another housing bubble.

The Great Recession isn't that far back in our collective memory. In the mid-2000s, sharply rising home prices came to a screeching halt. Values plummeted. Millions of people lost their homes. So when we hear experts toss around the phrase "housing bubble," it only makes sense to wonder if we're headed for another national financial crisis.

B: _____

A housing bubble or real estate bubble happens when the market price of residential real estate sharply rises. This will happen when demand for homes exceeds the actual supply. The initial rise creates the expectation of future rises. That expectation attracts speculators who invest in the market, hoping to profit from the rising prices. This further increases demand and prices, causing the bubble to stretch and grow.

At some point, homes become overvalued and housing prices become unsustainable. Demand decreases, but the supply increases. Now, with fewer buyers, housing prices come crashing down and the housing bubble bursts.

C: _____

Housing bubbles are a combination of factors leading to high demand and steep price growth. You need a healthy economy, for one thing. When disposable income grows and people feel secure in their jobs, the urge to hit the streets and house shop grows.

Another factor is mortgage rates. Low rates drive up demand because mortgages become more affordable. In a real estate market where rates are low and house prices are on the rise, multiple buyers often race each other to nab each new listing. That drives prices up even more.

D: _____

The housing market crash of 2008 was largely caused by predatory lending. Lenders made loans that borrowers could not afford to repay. In many cases, no documentation was required to prove that the borrower had enough income to afford the mortgage. Virtually anyone could get a home

loan. These stated income loans are very different today, and risky mortgages are not so easy to get.

The current demand is not the result of easy lending. It is the result of the natural market forces of supply and demand. Experts believe new home construction will help ease demand in the near future.

So why do some people think we are in another housing bubble? One reason is because supply is short and prices are increasing faster than salaries. Another is that homes in much of the country are considered overvalued.

E: _____

Worried another housing crash is on the way?

If we are in a housing bubble, and the bubble pops, home values will crash. You may find your home isn't worth the amount you still owe. Being underwater could make it harder for you to sell and move without taking a loss.

The best thing you can do now is avoid getting stuck with a mortgage you can't afford. Before buying a home, use a mortgage calculator to help figure out how much you can afford.

Also, make sure to avoid risky loans. Mortgage lenders for first-time homebuyers can help walk you through the process and select an appropriate loan.

(<https://www.fool.com/the-ascent/mortgages/what-is-housing-bubble/>)

Post Reading.

Read the text again. Match the titles bellow with each part of the text.

- | | |
|--|----------|
| 1. What causes a housing bubble? | A. _____ |
| 2. Are we in a housing bubble now? | B. _____ |
| 3. What to do if the housing bubble pops | C. _____ |
| 4. What Is a Housing Bubble and Are We in One Now? | D. _____ |
| 5. What is a housing bubble? | E. _____ |

LISTENING

Pre-listening:

Match the words in the box with the correct definition.

| | |
|---|--|
| <p>A. A very large window that goes all the way from the floor to the ceiling of a place.</p> <p>B. A modern house design that has no walls between the main areas of the house.</p> <p>C. Architectural drawing of a place that shows the position of each room in a house.</p> <p>D. The total area of available space in a construction.</p> <p>E. The city horizon and its visible buildings.</p> | <p>1. open concept</p> <p>2. floor plan</p> <p>3. powder room</p> <p>4. skyline view</p> <p>5. walk-in closets</p> <p>6. floor-to-ceiling window</p> <p>7. deep soaking tub</p> <p>8. square footage</p> |
|---|--|

| | |
|---|---|
| <p>F. A tiny room used to store clothing and accessories, usually located in the bedroom.</p> <p>G. A hot tub with walls higher than the usual tubs.</p> <p>H. Also known as the half-bathroom, it has a lavatory and a toilet but no shower or bath.</p> | <p>Note:</p> <p>$1 \text{ m}^2 = 10.76 \text{ ft}^2$</p> |
|---|---|

Listen to the audio. While listening the audio answer the questions:

NYC Apartment Tour 2022 | <https://youtu.be/aFNZbE-29rc>



- What's the price of the apartment?
- Where is the apartment located?
- How many bedrooms are there in this apartment?
- What is the apartment number?



Post listening



In pairs, discuss about the video.

- Did you like the apartment?
- Would you like to live in this place?
- Was the price reasonable?

GRAMMAR

Comparatives. Study the following table:

| | |
|---|---|
| Height: | |
|  <p>The Burj Khalifa building in Dubai (UAE) is 828m tall.</p> |  <p>The Petronas Towers in Kuala Lumpur (Malaysia) are 452m tall.</p> |
| The Burj Khalifa building is taller than the Petronas Towers. | |
| | |

| | |
|---|--|
| <p>Price: The average cost of renting a 2-bedroom apartment around the world.</p> | |
|  |  |
| <p>Singapore — US\$1,974</p> | <p>Mexico City, Mexico — US\$761</p> |
| <p>Renting in Singapore is more expensive than in Mexico</p> | |
| <p>Circle the correct alternative:</p> <ul style="list-style-type: none"> ❖ To compare things we use/don't use a form of be. ❖ To compare things we use/don't use the word than. | |
| <p>To make comparatives adjectives with one or two syllables:</p> <ul style="list-style-type: none"> a) we add the word "more" to the sentence. b) we add the suffix -er to the end of the adjective. | <p>To make comparatives using adjectives with three or more syllables:</p> <ul style="list-style-type: none"> a) we add the word "more" to the sentence. b) we add the suffix -er to the end of the adjective. |

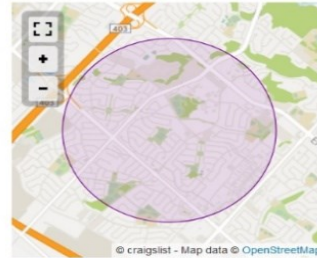
Practice. Make comparative adjectives:

- | | | | |
|--------------|----------|----------|------------|
| a. Big | c. Large | e. Short | g. Long |
| _____ | _____ | _____ | _____ |
| b. Expensive | d. Small | f. Cheap | h. Popular |
| _____ | _____ | _____ | _____ |

Task: Read the following house ads. Compare the two houses.

HOUSE 1

\$2,298,800 / 6br - 2878ft² - Stately Arthur Blakely On Premium Wide Lot (Erin Mills)



6BR / 4Ba 2878ft² available now

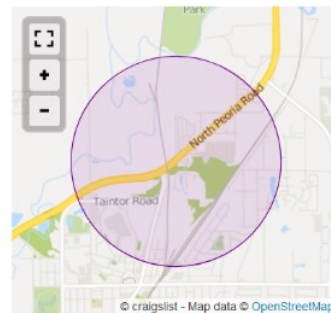
- house
- laundry in bldg
- attached garage



Stately Arthur Blakely On Premium Wide Lot In Desirable & Mature Sawmill Valley South Just Steps To Utm, Schools & Best Trails! Impressive Centre Hall Plan Offers Main Floor Office, Gracious Lr & Dr, Custom Gourmet Kitchen & Generous Family Room With Fire Place. Spacious 4 Bedroom Upper Level. Huge Entertainers Lower Level With 2 Bedrooms & 3 Piece Bath. Family Perfect Private Backyard With Gorgeous Pool, Patio & Grass Area. Maintained To Perfection! All Existing Appliances; Miele B/I D/W, Kitchen Aid Fridge/Freezer, Frigidaire Gas Stove, Micro, Whirlpool Washer/Dryer; Irrigation, Interlock, Newer Roof, Furnace, A/C; Olympia Windows; Pool Pump(21);Pool Vinyl(19)

HOUSE 2

\$199,000 / 4br - 2257ft² - House for sale (Springfield,IL)



Old waterworks road

4BR / 2Ba 2257ft²

- house
- w/d in unit
- detached garage



House on 4 acres right outside of city limits. 4 (possible 5 bedrooms), 2 full bathrooms plus many bonus rooms. On city water and natural gas. Over 2,200 sq ft on main and second level. Plus full basement with a root cellar and an attic. New furnace and a/c 6 years ago. Newer water heater. New septic laterals. 2 insulated garages, Pole barn with loft, shed, large green house currently set up as a barn, small lean to greenhouse currently used as chicken coop, fenced in pasture plus more fencing. Many mature trees, fruit trees, perennial flowers and flowering bushes. Circle drive.

Which house is bigger? More expensive? Etc. Write sentences comparing the two houses.

1. _____.
2. _____.
3. _____.
4. _____.

WRITING

Pre-writing

What is the most important information to include in a house sales ad? Choose true or false.

- a) Number of bedrooms
- b) Color of the walls
- c) Total area of the property
- d) Location
- e) List of previous residents
- f) Amenities included

Now it is your turn. Write an ad to sell a house. Remember to include enough detailed information about your property. You can use the ads from the previous task as an example.

| | |
|--|---|
|  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|---|

CHECKLIST:

How good was your house ad? Use the following checklist to evaluate your response:

| Ad writing checklist | YES | NO |
|--|-----|----|
| 1. Included a house location | | |
| 2. Included the house price | | |
| 3. Presented detailed information about the house | | |
| 4. Informed the total area of the property | | |
| 5. Added some contact info | | |
| 6. Reviewed my text looking for spelling and grammar errors. | | |

Edit your advertisement. Correct any mistakes you found, and include any relevant information necessary. Once you have finished you can share it with your classmate and listen to their opinion.

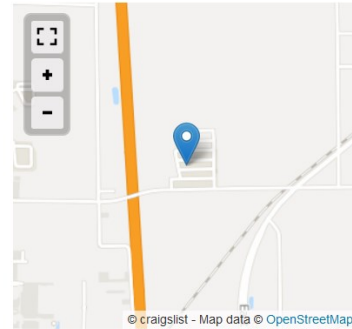
SPEAKING

That's a bargain!

In pairs. Negotiate the price of a real state property. Student A is the seller and student B is the buyer. Choose one of the properties bellow to negotiate and reach a deal. The buyer will try to purchase the house for lowest possible price. The house owner will try to sell it for the highest possible price. Use house details and house features in your arguments to strength your position.

Choice 01:

\$8,500 / 2br - 1216ft² - Bissell Village Lot #43 (Springfield)



129 Delta Dawn
[\(google map\)](#)

2BR / 2Ba 1216ft²

manufactured

w/d hookups

off-street parking

DIY SPECIAL \$8,500 O.B.O.

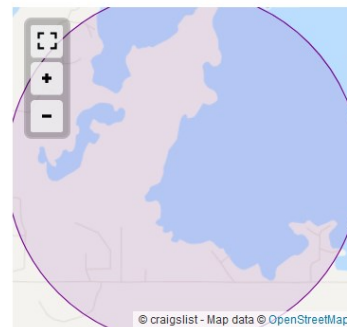
Don't miss your change to OWN A HOME in Bissell Village. This wonderful price gets you a 1994 3 bed/2 bath, 1216 sq. ft. home in a gorgeous neighborhood. Bissell Village is the perfect place to make new memories! Call for a personal tour today!

- do NOT contact me with unsolicited services or offers

Choice 02:

\$165,000 / 1br - 414ft² - NEW LISTING! Rustic Log Cabin, w/Incredible Fish Creek Frontage!!

(Wasilla)



Fish Creek Rd near S Big Lake Rd

1BR / 1Ba 414ft² available now

cottage/cabin

w/d hookups

license info: 16983

off-street parking

Rustic log cabin, w/ incredible Fish Creek frontage!! Perfect for year-round living, recreation, or vacation rental!! Within a mile of shopping, boat launches, & Big Lake year-round trails! Vaulted ceilings, loft bedroom, bathroom, wood stove, monitor heater, & kitchen. Discrepancies on surveys in neighborhood, and potential encroachments exist, cash or owner finance only, as-is, buyer to verify.

- 1 Beds
- 1 Baths
- 414 SQFT
- 0.49 Acres

Advantage Alaska Real Estate

Teacher's guide – Unit 02

Lead-in

Books closed. Write on the board: "A great place to live", elicit from students what features they consider to make a house a great place to live. Write the answers on the board. Ask them to open the book, compare their ideas to the picture in the cover of Unit 2. Ask students to check if they match.

In pairs, ask them to talk about and answer the questions of the lead-in.

Vocabulary

1. cottage; 2. mountain cabin; 3. motor home; 4. flat; 5. waterfront lake house; 6. tiny house.

Reading

Pre-reading

1. B; 2. A; 3. B.

While reading

1- When demand for homes exceeds the actual supply.

2- When demand decreases but supply increases.

Post reading

A-4; B-5; C-1; D-2; E-3.

Listening

Vocabulary

1- B; 2- C; 3- H; 4- E; 5- F; 6- A; 7- G.

Answer Key

- a) 2.2 million dollars
- b) New York
- c) Two bedrooms

d) 1903

Grammar

To compare things we use a form of be;

To compare things we use the word than;

1- b); 2- a)

Practice:

a. bigger; b. more expansive; c. larger; d. smaller; e. shorter; f. cheaper; g. longer; h. more popular.

Writing

Pre-writing

a) True; b) False; c) True; d) True; e) False; f) False.

Students must write an ad to sell the house featured in the picture. Details about the house are not provided as students should use their creativity to write about some of the house's possible distinctive features. While checking student's production the teacher can remind them to include relevant information in the ad.

Speaking

In pairs, students role play. Choose one student to be the property buyer (Student A) and a student to be the seller (Student B). Together they must negotiate price and conditions to purchase the real estate property.

There are two classified ads to choose from in the task, alternatively the ads from previous tasks can be used if necessary.

Rationale

This is a tentative attempt to write two didactical units for English language learners. This work is the result of the CEI course studies and other study sources. The two units featured here were based on the Communicative Approach. Guided discovery was used to help steer students' learning path and grammar was taught inductively. Each unit has a unique theme and an authentic context, these units' goal is to develop not only language skills but also to encourage students to develop critical thinking. Thus, each of one the units deals with the social impact aspect related to its theme. For one, unit one is a Business English unit but it invites learners to think critically about the role of business in society and also this unit challenges traditional assumptions about business inviting a new look at business in a fresh and innovative way. As for unit two, the unit's theme is the house market and the authentic text used addresses the housing bubble, therefore inviting reflection among learners on the importance of housing in society, as well as the current housing crisis and the soaring prices impacting economies around the world, including Brazil.

Methodology

Both Units designed for this paper had the Communicative Approach as a methodological reference basis. The Communicative Approach stands out from other language teaching methods because its focus on communicative competence rather than linguistic competence. *“Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication”* (LARSEN-FREEMAN, 2008:121). That means, in order to achieve the desired fluency, students must be able to perform certain communicative functions, besides mastering linguistic structures, such as promising, inviting and declining invitations (LARSEN-FREEMAN, 2008).

In order to communicate in the target language, students are required to learn linguistic forms, meanings and functions. They must be able to comprehend that different forms can be used to perform a function and that a single form can perform different functions in the target language given the specific context. To successfully communicate in the target language, learners must be capable of navigating the different social contexts and choose the most appropriate form to perform the communicative function desired (LARSEN-FREEMAN, 2008).

The role of the teacher is to promote opportunities for communication, he or she acts as a guide steering students' attempts to use the target language. The teacher should engage the students,

monitor students' progress, advise and provide proper feedback. In this role, the teacher works alongside learners to facilitate their learning. Therefore the classes are learner-centered, in other words, students are more responsible to manage their own learning process (LARSEN-FREEMAN, 2008).

Communicative Language Teaching has some distinctive characteristics. Its main purpose is to achieve true communication. True communication does not occur in very controlled practices, such as drills. Authentic materials (i.e. videos, texts, audios) are used to provide students the opportunity to learn authentic language. Although challenging, the use of authentic materials exposes students to the language they find outside the classroom. Interaction, especially peer-to-peer interaction, is crucial. Language is communication, and students must communicate to learn the language. Peer-to-peer interaction maximizes the time opportunity for students to practice the target language (LARSEN-FREEMAN, 2008).

Communicative Approach is not a single, unified, closed body of prescribed knowledge. Rather, it is:

“a mushrooming of research and classroom practices, we seem to have addressed every imaginable audience, age, proficiency level, and special purpose for L2 learning. And we have not ignored the importance of localizing language teaching to country, institution, socioeconomic level, political motive, and social-psychological variables at play in the teaching-learning dialogue” (BROWN, 2015:39).

Although Communicative Approach was a methodological reference for this paper, it was by no means a constraint to task development. Communicative Approach, is not similar to other language teaching methods that are strictly structured and limited. Rather, as its name suggests, it is an approach, meaning it is informed by the contribution of several authors and researchers in search of effective teaching strategies. Methods and methodologies are not supposed to prevent nor halt any effective learning strategies, this post-method view refers to the assumption that methods and methodologies are not meant to be cages limiting teacher within tight boundaries but rather tools meant to be adapted and used by teachers according to their classroom context to enhance their teaching skills. Such view regarding post-method is shared with Kumarandivelu (2003:28-33) who explains:

“The disjunction between method as conceptualized by theorists and method as conducted by teachers is the direct consequence of the inherent limitations of the concept of method itself. First and foremost, methods are based on idealized concepts geared toward idealized contexts. (KUMARANDIVELU, 2003:28).

(...)

We need to refigure the relationship between the theorizer and the practitioner of language teaching. If the conventional concept of method entitles theorizers to construct professional

theories of pedagogy, the postmethod condition empowers practitioners to construct personal theories of practice. If the concept of method authorizes theorizers to centralize pedagogic decision-making, the postmethod condition enables practitioners to generate location-specific, classroom-oriented innovative strategies.” . (KUMARANDIVELU, 2003:33).

Grammar

The teaching of grammar is essential to second language learning. The assumption that grammar is not (or should not be) taught in class according to the Communicative Approach is a myth. In fact, grammar is a crucial part of Communicative Approach teaching. In order to help learners become competent users of the target language, grammar teaching must be focused on the communicative function of the target language. The teacher must convey to students meaning as well as form. It is not enough to focus only on form, so learners can memorize an extensive set of rules. A competent speaker of the target language has to comprehend meaning and form to use the language in an accurate and appropriate manner (OLIVEIRA, 2015).

Guided Discovery

Opportunities for guided discovery, or guided noticing, were provided in both units to support the achievement of learning objectives. Guided discovery is a strategy teachers can use instead of explaining rules. The teacher guides learners while they notice by themselves patterns of language use. The grammar point of unit 1 is passive voice while unit 2 tackles the formation and usage of comparative adjectives. The students are introduced to the grammar points through small excerpts of text and then some questions prompt students to analyze and make decisions regarding grammar rules and patterns. This procedure was described by Richards and Reppen (2014:13) as follows:

“When using an inductive approach to grammar, textual enhancement (e.g. by underlining, boldfacing, italicizing, capitalizing, or color coding) can be used to help students ‘notice’ forms or features they may not be aware of (Nassaji and Fotos, 2011). The procedure involves:

1. Select a particular grammar point that you think the learners need to attend to.
2. Highlight that feature in the text using one of the textual enhancement techniques or their combination.
3. Make sure that you do not highlight many different forms as it may distract the learners’ attention from meaning.
4. Use strategies to keep learners attention on meaning.
5. Do not provide any additional metalinguistic explanation.

However, this in itself is not usually sufficient and needs to be coupled with questions or tasks that prompt the students to reflect on or analyze the function of the highlighted items in a text. By ‘guiding’ the student in this way this kind of activity raises awareness of the target forms and their use and also actively involves the student in the process of discovery.”

The desired outcome from this process is to enable learners to comprehend the relation between meaning and form and how form helps conveying meaning. In the case of passive voice teaching OLIVEIRA et al (2016:447) teach:

“No que diz respeito ao ensino da voz passiva, deve-se também refletir, em um processo de ensino e aprendizagem, por exemplo, sobre o fato de que essa voz gramatical possibilita um arranjo textual distinto daquele proporcionado por uma estrutura na voz ativa, para a expressão de um mesmo conteúdo proposicional. Indo além, deve-se mostrar que a utilização desse arranjo diferenciado é sempre, ou quase sempre, motivado por pressões funcionais e/ou discursivas. Assim, em um texto acadêmico, evita-se, em muitos casos, a revelação ou expressão do agente da ação descrita pelo verbo: The data analyzed here were collected in 2014.”

Communicative Practice

After doing the guided discovery task, learners find a task that offers to them the opportunity to practice the newly learnt grammar point in a meaningful way. In either controlled or freer practice there is an opportunity to practice the language with the support of an authentic context. In unit 1, students are required to fill in the blanks of a news article using the provided verbs and making the necessary adjustments to use the passive voice. While in unit 2, after doing a controlled practice drill, learners find a less controlled practice. They are presented with some authentic classified ads and are requested to compare the properties using the newly learnt target language of comparatives.

The distinction between different types of practice is described by Richards and Reppen (2014:14):

“It is important to keep in mind the distinction sometimes made between three different kinds of practice – mechanical, meaningful, and communicative. Mechanical practice refers to a controlled practice activity that students can successfully carry out without necessarily understanding the language they are using and in which the primary focus is on form. Examples would be repetition drills and substitution drills designed to practice use of particular grammatical or other items or an activity in which students have to change the tenses in a business letter from present to past tense. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. It involves a focus on both form and meaning.”

Grammar Tasks

In the two units that are part of this work, the teaching of grammar was structured in a way to allow the students to learn grammar inductively. The charts and the concept questions exhibited in the grammar section compel learners to unveil the grammar rules by themselves. Instead of lecturing the students with a long explanation about grammar rules, the teacher guides learners

so they can realize the rules by themselves, as well as the communicative function of the grammar structure.

Teaching grammar inductively, as said by AZEVEDO & CARNEIRO (2017), is one of two possible paths for language learning, in which students progress from procedural to declarative knowledge. Also, OLIVEIRA *et al* (2016) argue that grammar teaching cannot be based uniquely on the presentation of rules and patterns as in a top-down deductive perspective. A better procedure is to adopt communicative pedagogical activities in order to expose students to contextualized grammatical structures which learners can reflect upon and come up with the grammar patterns by themselves. This bottom-up, or inductive, perspective intends to lead learners to develop grammar competence based on noticing. Thus, learners are able to understand what can and what cannot be done in relation to the target language in a specific communicative context.

Receptive skills

Receptive skills – reading and listening – are taught in both units using the same procedures. The tasks were designed to activate learners top-down processing as well as bottom-up processing, that means to have a general comprehension of the text in a first moment (top-down processing) and a more detailed comprehension in a second moment of the activity (bottom-up processing) (BROWN, 2015).

An important distinction must be made regarding extensive reading/listening and intensive reading/listening. Extensive reading/listening aims to develop top-down processing and global understanding of the audio/written text. Extensive performance involves acquiring new information, making assumptions or inferences. Learners are expected to comprehend the general meaning or purpose of the speech. Intensive reading/listening aims to develop focus on small individual components of the discourse, such as words, phonemes, intonation and other details. Intensive performance requires learners to develop bottom-up processing and is heavily dependent on the learner's previous knowledge (BROWN, 2015).

Both intensive and extensive skills are important to the successful development of receptive skills. However, extensive reading and listening are especially important to the communicative process. Learners are expected to develop comprehension strategies in order to facilitate communication even if they do not have complete knowledge of every single element in the text or speech. Learners still need to develop relevant background knowledge to improve

comprehension, thus the best solution is an interactive process that combines elements of top-down and bottom-up processes (NUNAN, 2015).

Reading and listening activities are divided into three sections: pre, while and post reading/listening tasks. This is intended to guide students and support the comprehension efforts. All of the reading/listening texts used in the activities are authentic, in other words, originally designed to achieve real communicative purposes and not intended to be used as teaching materials. Authenticity is important because once the students leave the classroom they come in contact with real life language speakers (HARMER, 2015).

Scaffolding

First, in order to prepare the student to handle the task ahead, the lead-in task must activate the student's previous knowledge, or schemata. This helps engage the student in the activity, also at this point there might occur pre-teaching of all important new vocabulary students may not know. Second, the comprehension task helps students get the gist of the text by steering the reading/listening to key points of the text. If students do not receive the proper guidance before reading/listening to the text, they might get distracted and fail to focus on the task (HARMER, 2015).

Then, the students read/listen to complete the general comprehension task set, the goal of this task is to evaluate if the students are able to comprehend the text/audio. Once the general comprehension task is completed students can move on to the final part of the activity, the post reading/listening. This is a more detailed comprehension task. Students are expected at this point to have a deeper comprehension of the reading/listening material. The post listening activity might require the student discuss aspects of the text, infer meaning or analyze functional language (HARMER, 2015; FIELD, 2002).

Productive Skills

Speaking and writing are productive skills but, unlike reading and listening skills, they are not so similar to each other. Most authors agree that while speaking skills are the main focus of what the vast majority of English learners want to develop, writing skills are often neglected or “forgotten” by both learners and teachers (HARMER, 2015; BROWN, 2015; RIDDEL, 2014; WEIGLE, 2014; RICHARDS & RENANDYA, 2002).

The reason for this phenomenon has to do with the fact that writing skills are usually more complex to develop and time consuming than other skills. Meanwhile, learners often have very

little necessity to use writing skills in their daily life, if any, unlike speaking skills. Learners might feel they need to develop writing skills if they are planning to sit through a proficiency exam or if they use it at work, but if they are learning English as a foreign language in a non-English speaking country for general purposes their desire to learn writing may be close to zero (HARMER, 2015; BROWN, 2015; RIDDEL, 2014; WEIGLE, 2014; RICHARDS & RENANDYA, 2002).

Writing

Writing is a stage process that demands a considerable amount of background from learners. Learners must develop a number of micro skills to succeed in writing, such as editing, revising, self-evaluation and others. Success in writing could also be influenced by the level of literacy in L1. In some cases, writing skills in L1 could be transferred to L2 if the learner is a competent writer in L1. It is important to keep in mind that writing is a communicative task and therefore it must have a communicative purpose (WEIGLE, 2014).

A successful writing class requires scaffolding to support learners' efforts to develop writing competences all the way from pre-writing stages to the post writing stage. So, the main focus of a writing lesson is not the final product, rather the process to achieve it. What's more, genre awareness is an essential part of writing competence, as the final text is not an end in itself. In fact the text is part of a communicative process and as such a competent writer must have a clear communicative purpose and a target audience in mind. This awareness helps the writer fulfill the discourse community expectations and facilitates the communicative process (MILLAR, 2011; HARMER, 2015; BROWN, 2015).

Planning is the first part of the prewriting stage. Correct planning is essential to achieve a successful final result. At this stage, learners must define a clear image of what their writing piece should be: their communicative purpose, text genre and possible target audience. The goal of prewriting tasks is to engage the learner in the writing process, provide sufficient direction and background information.

Drafting is the next stage in the writing process. At this stage learners should have a general writing plan outlined and start putting their ideas in the paper. They can sketch out ideas, without fear of being judged. This first draft will be reviewed and revised later on. Actually, drafting and revising are the most important parts of the process and a competent writer might go over these steps several times before achieving a final version of the text (SCRIVNER, 2011; HARMER, 2015; BROWN, 2015).

Arguably, one of the most difficult parts of the writing process is to actually start. It is not uncommon to hear from students that they were stuck staring at the white page. In order to offer support to learners, each one of the writing tasks in Units 1 and 2 give students a comprehensive list of topics and or information they must include in their writing piece. These are guides meant to steer students' work in the correct direction.

Writing Tasks

In Unit 1 the writing lesson requires the students to write a review. First, the task offers some authentic examples of on-line reviews to activate learners' schema and engage them in the lesson, as well as to provide some modeling. This task also has some questions to help the student reflect about the communicative function of a review. It aims to help students develop genre awareness. The highlight of this task is the fact that learners are required to review their classmates. During the speaking lesson, learners were prompted to present a pitch meeting to the rest of the class. Meanwhile, the others were expected to carefully watch the presentation and review it. The desired outcome of this strategy, besides encouraging peer-review feedback, is to make this activity fully interactive and meaningful. Learners are expected to fully engage in real communication with classmates.

The writing lesson is divided into pre-writing, writing and post writing to offer scaffolding to learners' efforts. Then they find a model as well as a basic answer outline to follow. This is to guide learners' efforts with clear directions for what is expected. Learners can have a clear picture of what a successful response looks like. And at the end of the lesson, there is a self-evaluation checklist. Self-evaluation and reviewing are important skills one must develop to become a competent user of a second language.

Unit 2's writing task requires learners to write a real estate advertisement. In the pre-writing stage the task invites learners to reflect upon the information they need to provide to write a successful ad. This writing task recycles the previous lesson's text using it as a model to the writing lesson. In the previous grammar lesson, learners were introduced to authentic house ads which they used to practice comparatives. Then, they are required to write house ads of their own. This knowledge will be further used and expanded in the following speaking section.

Writing an ad and writing a review, these are real life situations that a learner might encounter eventually if he or she ever decides to live abroad or do business internationally. As these are common goals many students have, these tasks are expected to capture their attention as they engage with the lesson.

Finally, in the post writing task, students can find a self-evaluation chart. This task invites the students to critically review their own work in terms of content and form, and make the appropriate corrections. Self-evaluation and correction are important skills to be developed by any competent writer.

Once students arrive at a final version of their text they can share it with the rest of the class to get peer reviewed and teacher feedback. Providing feedback to the writing activity must be done by the teacher in a very thoughtful way. The teacher's role is to be a facilitator, not to judge. Any evaluation feedback provided must be learner-centered and formative. In other words, to help students notice their own mistakes and then self-correct as well as to suggest ways to improve their writing skills in the future. Proper feedback is essential to develop one's competence (BROWN, 2015).

Speaking

The second of the productive skills, speaking is the most sought after skill by English language learners. However, this is also one of the most challenging skills to master. To teach speaking is challenging to teachers as well because it is extremely complex (BURNS, 2020). Burns (2013; 2020) argues that actually teaching speaking as a skill requires more than just *doing speaking*, in other words, a successful speaking class needs to be staged and designed bearing in mind a well thought framework, it is not enough to make learners talk randomly. A speaking class must focus on specific speaking skills and key features of speaking for the sake of developing speaking competence.

According to Burns (2013:167), second language speaking competence “*comprises knowledge of language and discourse, core speaking skills, and communication and discourse strategies.*” All of which must be combined and done at the same time by learners. Once those skills are mastered by the competent speaker, he or she will be able to fluently produce spoken language that is accurate and appropriate.

Fluency x accuracy

This is a question teachers must face when teaching speaking lessons, or conversation classes. Should the teacher focus on fluency or accuracy? Brown (2015) suggests both, depending on the learning objectives. The author urges teachers to have clearly defined language-based linguistic objectives for their classes. Therefore, the teacher could have a clear expected

outcome in mind: either accuracy or fluency. And also seize the opportunity to help students perceive language making lessons as meaningful as possible (BROWN, 2015).

Other principles for teaching defined by Brown (2015:356) include: make sure task complexity is appropriate, spark the interest of students, use authentic language in meaningful contexts, provide appropriate feedback, capitalize on the link between listening and speaking, give students opportunities to initiate communication and encourage the development of speaking strategies. In the two units devised for this paper these principles appointed by Brown were taken into consideration. With more or less success, each task aimed to provide the best possible learning outcome to learners.

Speaking Tasks

In Unit 1, learners are required to make a pitch. A business pitch is a common feature of business English courses. Also, the capacity to make a good pitch is a skill valued by employers in several fields. However, learners might not be familiar with this highly important skill. So, a definition is provided to clarify the meaning of a pitch for learners and help build the learner's schema. Next, learners are introduced to three famous tv shows about business and pitch meetings. The goal of this task is to further build learner's schema while providing a clear example of a real pitch meeting. QR codes are included with a link to the trailer or advertisement of each tv show. Then, learners are required to answer some questions about the tv shows in small groups, chances are some of the classmates have watched at least one of these popular tv shows and will help clarify any questions that may arise regarding the nature of the pitch meeting.

Once learners are fully engaged in the lesson, they move on to the main task. Learners find three ads of real social enterprise projects. These are authentic texts taken from each project's website – the websites' addresses are also included. Social enterprise projects are the overall theme of this unit, by the time they reach the speaking lesson learners should be fully aware of the definition of social enterprise. The task consists of learners choosing one of the given social enterprise projects and creating a pitch to raise funds to support the chosen project. Using real projects was an effort to make the task more meaningful to learners.

The task supports learners' efforts to build their response by offering clear guidelines on how to structure a good answer. Learners are expected to follow the basic outline given. What's more, the answer guideline is useful for the teacher to set evaluation standards and provide

feedback. In addition, a chart containing useful phrases and expressions can be found at the bottom of the page.

Finally, after the presentation is finished, learners find a self-evaluation check-list. As well as in the writing task, self-evaluation is an important part of the learning process and a key feature to develop better speaking skills.

In Unit 2, the speaking task consists of a bargain negotiation. Learners are expected to role play and act as a property seller and a property buyer. Learners should use the vocabulary learned to negotiate the purchase of one real estate property. In this activity learners find real authentic classified ads they can use. These advertisements contain all the relevant information they need to conduct the bargain. Such a task is intended to be engaging and meaningful to learners as they must communicate to achieve the learning objectives.

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