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Learning to mind the world: knowing, reflecting, and acting

Belo Horizonte
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Learning to mind the world: knowing, reflecting, and acting

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês 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.

Orientadora: Prof^ª Dr^ª Heliana Ribeiro de Mello

Belo Horizonte
2023



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Delzi Alves Laranjeira - Matrícula 2021660162

Às 16:10 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado ...Learning to mind the world: knowing, reflecting, and acting, 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, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a (x) aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brígida Caldeira, indicou a (x) aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) (x) reprovada(o) ().

Nota ...86.....

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

Belo Horizonte, 16 de janeiro de 2023.

Marisa Mendonça Carneiro

Edelvais Caldeira

O trabalho atende aos requisitos do curso.

Abstract

The development of materials for English language teaching represents a great challenge for English teachers, taking into account its goals: to make learners acquire language knowledge and use the English language in everyday life. Based on the principles of Communicative Language Teaching, two units of English language teaching were produced, having as the target audience young adults and adults who have already reached the B1 level of linguistic competence. Both units aim to promote language learning in its syntactic, morphological, lexical, phonological, and semantic aspects, addressing the skills of oral and written production and reception in an integrated way to meet the learners' needs in real communication situations. The units' themes are pervasive in our society and were chosen to lead instructors and learners to reflect on our habits of complaining in different situations and on our positions in face of a damaged environment due to human actions. For the development of the units, authentic materials were used as input to enhance the development of learners' communicative competence. The use of several digital tools throughout the proposed activities aimed to motivate, increase the exposure to the target language beyond the classroom, and operate as a learning facilitator. Added to the instructor's qualifications and ability to deal with the sociocultural context of their learners, it is hoped that this material can be an ally in the process of English language teaching and learning for its users.

Keywords: Communicative Language Teaching. English Language Learning. Materials development.

Resumo

O desenvolvimento de materiais para o ensino da língua inglesa representa um grande desafio para os professores de inglês, levando em conta seus objetivos: fazer com que os alunos adquiram o conhecimento da língua e usem o inglês na vida cotidiana. Com base nos princípios do Ensino Comunicativo de Língua, foram produzidas duas unidades de ensino da língua inglesa, tendo como público-alvo jovens adultos e adultos que já atingiram o nível B1 de competência linguística. Ambas as unidades têm como objetivo promover o aprendizado da língua em seus aspectos sintáticos, morfológicos, lexicais, fonológicos e semânticos, abordando as habilidades de produção e recepção oral e escrita de forma integrada para atender às necessidades dos alunos em situações reais de comunicação. Os temas das unidades são difundidos em nossa sociedade e foram escolhidos para levar instrutores e alunos a refletir sobre o hábito de reclamar em diferentes circunstâncias e sobre nosso posicionamento diante de um ambiente danificado devido a ações humanas. Para o desenvolvimento das unidades, materiais autênticos foram usados como input para melhorar o desenvolvimento da competência comunicativa dos alunos. A utilização de várias ferramentas digitais ao longo das atividades propostas teve como objetivo motivar, aumentar a exposição do estudante à língua-alvo além da sala de aula e operar como um facilitador do aprendizado. Em conjunto com a adequada capacitação do instrutor para ensinar a língua inglesa sob uma ótica comunicativa e sua habilidade para lidar com o contexto sociocultural dos aprendizes, espera-se que este material possa ser um aliado no processo de ensino e aprendizagem da língua inglesa para seus usuários.

Palavras-chave: Ensino Comunicativo de Língua. Aprendizado de Língua Inglesa. Produção de material didático.

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To my professors and monitors at CEI, for enlarging my mind in many and various ways during and after the course.

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Introduction

Developing materials for language teaching and learning is a great responsibility since the goals are always ambitious: to lead learners to know and use a new language. I agree with professor Tom Hutchinson's affirmation that "[m]aterials are not simply the everyday tools of the language teacher, they are an embodiment of the aims, values, and methods of the particular teaching/ learning situation. As such the selection [and development] of materials probably represents the single most important decision that the language teacher has to make" (1987, p. 37). Such a decision defines the learning context and its outcomes for the learners. As Rubdy (2014, p. 37) adds, the ultimate objective of this process is that the materials should fit the needs and interests of the learners who use them the best way possible.

Keeping that in mind, the purpose was to produce learning material for college students as it is the public I have been teaching for almost two decades. The two unities were developed for young adults and adults who can manage language skills at the B1 level, meaning they can understand texts whose topics are familiar, produce simple, organized texts, talk about their experiences and expectations, and explain their views and opinions. The Units' designs aim to cope with these achievements and promote their advancement through knowing and reflecting upon themes I consider relevant enough for learners to be aware of since they are prevalent in our society.

Unit 1 approaches the possible meanings and practices of complaining to discuss what is behind this habit and why people complain and critically addresses this kind of attitude. Unit 2 deals with a topic crucial to our contemporary times: how we can reassess our relationship with the planet, promote a change in our habits, and educate more people to adopt an "ecocentric" view of the environment. Both topics demand reflection and, I believe, some decision-making; hence the title proposed for this material: "Learning to mind the world: knowing, reflecting, and acting." More than just being exposed to the content presented in the target language, learners are motivated to know further about those themes, think actively about them, and, at least on a linguistic and discursive level, take a stand regarding them while also acquiring stable declarative and procedural knowledge (DEKEYSER, 2017) of the language to enhance the process of becoming skilled in English.

Each Unit is followed by its Teacher's Guide, which provides instructions to work with each Unit section, suggests some extra activities and strategies that complement the learning path, and confer flexibility to the unities.

The rationale upon which the Units are structured is presented next, outlining the principles that guide the teaching and learning of English language skills and linguistic aspects based on the theoretical framework of the Communicative Language Teaching (CLT) approach and further research on language teaching.

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LEARNING TO MIND THE WORLD: knowing, reflecting, and acting



seewhatgrows.org/

UNIT 1

Are you a complainer?



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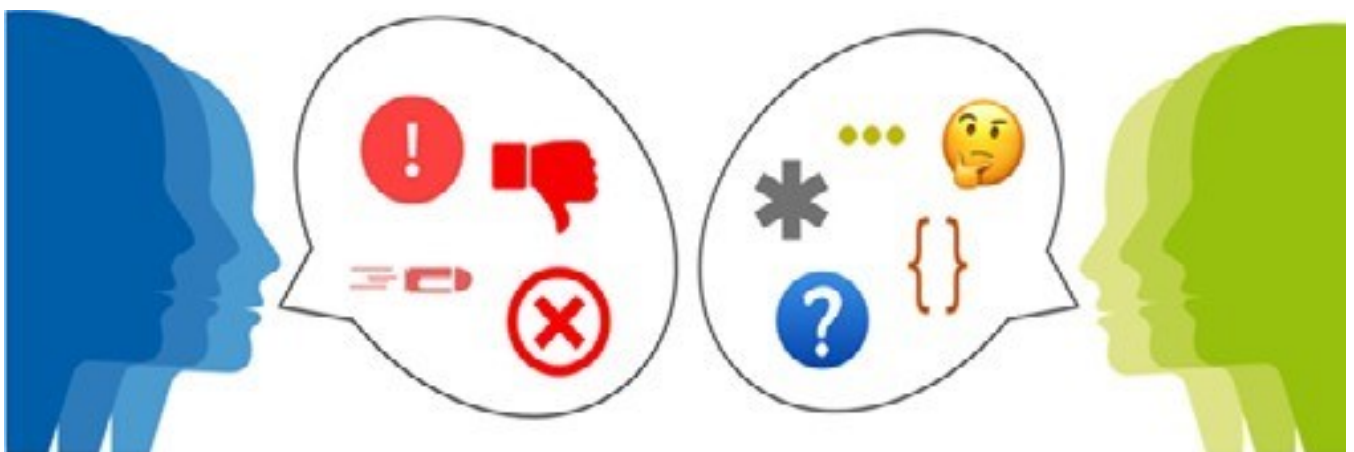
Let's discuss!

1- Take a look at the situation below. What is happening between the man and the waitress? Have you ever been through this situation or seen this scene in a restaurant?



(Getty Images)

2- Are YOU a complainer?
Find out what kind of complainer you are with this [quiz](#). Discuss your results with a classmate.



Let's read!

3- The text below presents a student's opinion about complaining. After reading it, discuss the questions proposed with your partner. Take notes of your points to share them with the class.

- a)** How does Shannon define her relationship with complaining?
- b)** Do you agree with Joanna Wolfe that complaining "creates kind of a solidarity"? Why or why not? Can you think of other examples?
- c)** Will Bowen argues that complaining is harmful. What are the suggestions he presents to promote a change of habit? What does Shannon think about it? What do you think?
- d)** What does the anecdote about the teacher tell about complaining?

Do People Complain Too Much? By Shannon Doyne

An organization called A Complaint Free World is trying to help people give up the habit of what it deems a toxic form of communication.

Do you feel that this is a good goal to have? Do you think complaining is bad for those who do it and those who listen to other people complain?

- 1 In the article "Complaining Is Hard to Avoid, but Try to Do It With a
- 2 Purpose" Alina Tugend writes about the good and bad in voicing our
- 3 dissatisfaction.
- 4
- 5 Like many people, I have a love-hate relationship with complaining. There
- 6 is little that is more satisfying than chewing over a meaty complaint about
- 7 an idiotic service person or the really annoying thing that friend does or
- 8 how unbelievably rude a teenager can be.
- 9
- 10 On the other hand, I really dislike people who constantly whine about the
- 11 same thing. Or those who come to me seemingly wanting advice but then
- 12 ignore my suggestions and continue grumbling about the same grievance.
- 13
- 14 So do I want a complaint-free world? Or just one free of the kind of
- 15 complaints I don't like?
- 16
- 17 It depends. Not many people believe we will ever have a world devoid of
- 18 complaints. Nor should we.(...)
- 19
- 20 Some complaints serve as an icebreaker or a bonding experience. Grousing

21 about the weather or traffic is an easy way to start a conversation or simply
22 to avoid standing silently next to each other in an elevator.

23

24 "It's one way to create rapport," said Joanna Wolfe, a professor of English
25 at Carnegie-Mellon University whose research focuses on communication
26 styles. Complaining about a late bus with other riders, for instance, "creates
27 kind of a solidarity," she said. "I've made friends that way."

28

29 So in my ideal world, I would not do away with those kinds of complaints,
30 although Will Bowen, founder of A Complaint Free World, disagrees.

31 "A lot of research has been done that shows complaining is damaging to
32 health, relationships and careers," he said. "When people go 21 days
33 without a complaint, they say they are happier."

34

35 Instead of using a complaint as a conversation opener, he suggested, "talk
36 to them about something good or positive."

37

38 But, he said, his message should not be misunderstood.

39 He is not arguing that you can't note when something is wrong. He says
40 you should just do it directly in a neutral manner to the person responsible,
41 not to everyone around you and not with a voice of outrage. (...)

42

43 I agree with that. Too often people's annoyance at a mishap or something
44 they disagree with ratchets up to fury in a nanosecond, as if everyone and
45 everything is out to get them.

46

47 I also agree with Mr. Bowen's point that we often do not speak frankly to
48 the person doing us wrong. I was in a class where everyone was annoyed
49 at the teacher for regularly failing to show up on time. It was an easily
50 fixable problem, but all of us — about a dozen — complained in whispers
51 to one another for weeks.

52

53 A few grumbled to other teachers and even spoke to the head of the entire
54 program. But nothing changed. Finally, one brave soul broached the subject
55 directly with our teacher. He responded graciously and started showing up
56 promptly.

57

Adapted from: <https://learning.blogs.nytimes.com/2013/05/06/do-people-complain-too-much/>

Let's learn!

4- Check these words in the text. Study the sentences in the chart below where they occur to help you to infer their meaning.

a) Chew over (line 6)	We'll have a panel of moms to chew over some of those difficult questions.
b) Whine about (line 10)	Expect to be frustrated, and don't whine about it.
c) Grouse about (line 21)	More often than not, I don't get a seat on buses or trains. I don't grouse about this because there are poles and loops to hold on to.
d) Ratchet up (line 46)	The case has galvanized a fractious political opposition as authorities ratchet up pressure by prosecuting leaders and supporters.
e) Grumble (line 55)	If there's one thing my time in unemployment taught me, it's never to grumble about your job.
f) Broach (line 56)	As it was his big chance to influence the government and its rulers, he did not broach the subject of socialism or its supposed glory.

Based on their contexts from the text and the sentences above, mark the option that best suits their meaning.

- () to begin a discussion of something difficult
- () to increase something over a period of time:
- () to make a high, complaining sound, or to complain continually
- () to think about or discuss something carefully for a long time
- () to complain angrily
- () to complain about someone or something in an annoying way

VOCABULARY ALERT

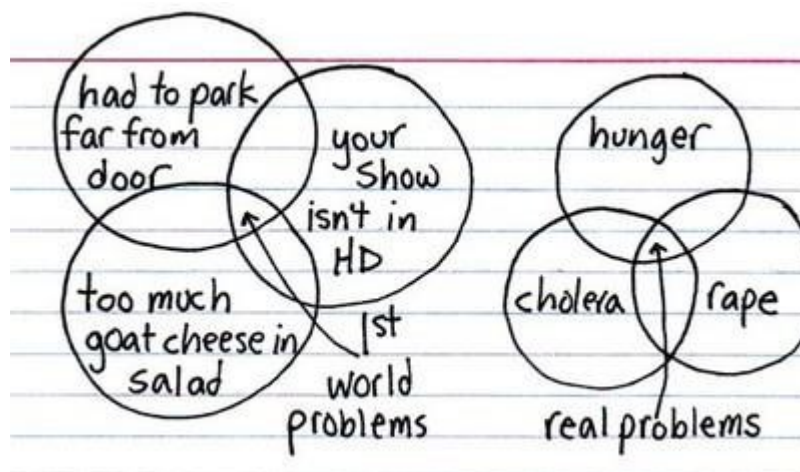
A) GIVE AN EXAMPLE OF SOMETHING YOU'VE CHEWED OVER RECENTLY.

B) WHICH SUBJECTS OR ISSUES ARE DIFFICULT FOR YOU TO BROACH?

C) HOW ARE THE WORDS "GROUSE", "GRUMBLE," AND "WHINE" RELATED?

Let's listen!

5- Have you ever heard of "First world problems (FWP)? Based on the picture above, try to infer what it can mean.



Check the definition the OED (Oxford English Dictionary) provides:

First World Problem (noun)

/ˌfɜːst wɜːld ˈprɒbləm/

a problem that is actually very minor, especially when compared with the serious problems faced by people who live in countries where there is extreme poverty.

oxfordlearnersdictionaries.com

What else would you consider FWP? How about "real problems"? List some of them and share your ideas with a partner.

Now, watch the [video](#) and answer the questions proposed:

- a) List three situations that people are complaining about.
- b) What is the "FWP Helping Kit"? How is it used?
- c) List two real problems cited in the video.



www.youtube.com/@ryanhiga

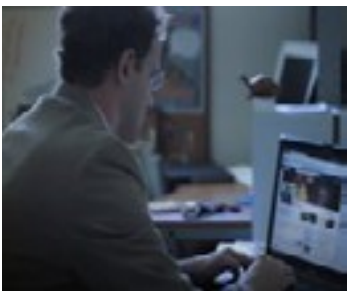
Class discussion:

- Is the video ironic in its presentation of FWP? How? What do you think is the intention behind it?
- Do you think people complain about FWP in Brazil? Can you think of some examples?

Language spot!

6- Can you recall what these people said in the video? Match the pictures with the answers in A:

1)



4)



2)



5)



3)



6)

**A**

- () She said that she didn't know what she wanted for her birthday.
- () Ryan Higa said that they'd been through so much struggle.
- () He said that he was starving.
- () He said he'd bought too many groceries.
- () She said she was so cold.
- () He said that nobody cared about him.

What did they actually say? Match the pictures with the answers in B:

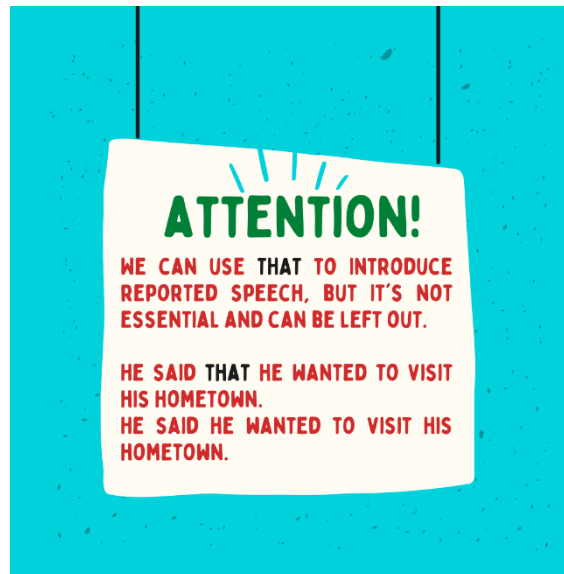
B

- () "Nobody cares about me."
- () "They've been through so much struggle."
- () "I bought too many groceries."
- () "I don't know what I want for my birthday."
- (). "I'm starving."
- () "I'm so cold."

Check and discuss your answers with a partner.

How do verbs change when we report what someone said in the past? Based on the sentences, complete the rules:

Present simple	Past simple	Picture #
Present continuous		Picture #
Present perfect		Picture #
Past simple		Picture #



7- Search for direct speeches in the text "Do people complain too much?" with a partner. Rewrite them in the reported speech.

Example:

"It's one way to create rapport," said Joanna Wolfe.

Joanna Wolfe said it was one way to create rapport.

In pairs, create a short dialogue (6-8 lines) in direct speech. You can use what people said in the video or make a new subject.

Example:

She: "I am so cold!"

He: "What happened?"

She: "Someone set the air conditioning to 73 degrees".

He: "What is the problem with that?"

She: "I need it 72".

He: "I think you're making a fuss of it..."

Now, exchange your dialogue with another pair and transpose their dialogue

into reported speech.

Example: She said she was so cold! He asked her what had happened.

The two teams check, comment, and revise the new versions of their dialogues.

Let's talk!

8- In her text, Shannon Doyne notices that, according to Will Bowen, we must make our point when complaining without raising our voices or getting angry. We can complain politely. Take a look at these expressions:





Imagine the following situation: you bought an electronic device (e.g. a mobile phone, a tablet, a laptop), but it is not working correctly. You decide to go to the store and talk to Customer Service. Use one or more of the expressions above to help you to explain your problem and ask for a solution.

Let's write!

9-Writing production:

a) At home: Reread Shannon Doyne's text in which she expresses her opinions about complaining. Write a blog entry (around 20 lines) using her text as a model to describe your complaining experiences. Are you a complainer? What do you usually complain about? Does it make you feel better? Can complaining be controlled, as stated by Will Bowen? How?

b) In class: Swap your text with a classmate's. Read it and elaborate comments based on how the ideas were developed. Compare your experiences with your partner's. Share your comments in a discussion forum.

c) Rewrite your text, if necessary, after your classmate's and the teacher's feedback.

Teacher's guide

UNIT 1- ARE YOU A COMPLAINER?

1- “Let’s discuss” section (Warm-up): (10-15 min.)

To introduce the unit’s main topic, explore the situation conveyed by the unit’s cover picture. Ask students about the unit’s title. How do they consider themselves complainers? How do they interpret the faces in the drawings? Then, go through the second picture. Where are those people? Who are they? What do their attitudes say? What’s going on between the man and the woman? Check and pre-teach unknown vocabulary related to the topic. Make the meaning of the word “complainer” clear. Encourage students to speak freely about complaining experiences they’ve had. Check if they consider complaining a positive or negative attitude and why.

- 2- Students can take the online quiz as homework or in class if they can access it via cell phone. If internet service and data show are available, the teacher can open the quiz for the students. They can answer the questions and set their scores for class discussion. Ask students to talk about their scores, if they agree with them and why. Make a chart on the board with the number of students in each score category to show who complains more or less. What does it say about our personalities or identities? Set a discussion about those different complainers’ profiles.

3- “Let’s read/Let’s learn” sections: (30-35 min.)

- a) Before students read the text, ask them about the question presented in the article’s title. What’s their opinion about it? Call attention to the information in italics after the title. Do they agree that complaining is a “toxic form of communication”? Why, or why not?
- b) For the following two questions, students can work in pairs and tell each other their answers. After this discussion, they can read the article silently. Ask them to underline unknown vocabulary and check their doubts.
- c) Before they answer the questions proposed for the text, guide them to the “Let’s

learn section.” In pairs, students follow the instructions for the activity, inferring the meaning of the marked words in the text.

Answers: f- d- b- a- c- e

- d) After doing the vocabulary activity, students answer, in pairs, the four text interpretation questions. Encourage them to exchange ideas. Provide support for vocabulary, pronunciation, and spelling. Select some pairs to share their answers.
- e) The “Vocabulary alert” activity can be done after the text discussion or as homework if there is enough time. In the first case, students can answer the questions in pairs or individually. If the group is large, the teacher can choose some students to share their answers with the class. The teacher provides monitoring and supports students with the vocabulary they need to answer the questions proposed about the text. In both cases (in class or homework), check their answers, solving problems related to vocabulary, language structure, or pronunciation.

Going further: Tell students to look at the text: “How and Why You Should Stop Complaining.” (<https://www.verywellmind.com/how-and-why-stop-complaining-3144882>). Based on the text, students can also check with family or friends what their views about complainers are. You can create a forum on Padlet and ask them to post their opinions on the subject.

4- “Let’s listen” section: (25-30 minutes)

- a) Before playing the video, ask students what they know about the denominations “First World” and “Third World.” Explain it has to do with an economic division among countries, categorizing them into “developed countries”— the First World and “underdeveloped countries” —the Third World. Ask them where they think Brazil is inserted.
- b) Show students the chart about FWP (First world problems) and “real problems.” In pairs, they discuss their difference. Ask them if they could suggest more FWP and compare them to real problems. Tell students to read the OED definition for the term and ask if it matches what they understood about it.
- c) Before playing the video, ask students to read the three questions proposed. Clarify any doubts they have. Play the video twice and let them answer the questions. Check the answers they provide.
- d) In groups of four, students perform the “Class discussion.” Each group presents its

answers. If class time is short, students can post their answers in a virtual forum (Padlet, Socrative, Kialo).

Going further: Jessica Rose’s song “Quit complaining” explores the topic. It can be used as an extra-oral comprehension practice. The lyrics can be explored for vocabulary and language structure purposes. Lyrics and video can be accessed [here](#).

5- “Language Spot” section: (25-30 min.)

a) In pairs, ask students to answer Activity 6. If necessary, play the video again when checking the answers.

Answers:

A: 2-5-3-4-6-1

B: 1-5-4-2-3-6

b) Based on the previous activity, students infer the reported speech structure. Instruct them to compare what people said in a direct speech in “B” and reported speech in “A,” observing how the verbal structure changes. Let them try by themselves and check their answers, solving doubts and providing more examples. Use prompts, asking a student: “What have you watched on TV lately?” Write the reply on the board: “I have watched horror movies lately.” Reinforce this structure as a direct speech, reproducing the student’s exact words. Then, ask another student to report what the student said, starting with: “He/She said (he/she had watched horror movies.”).

Answers:

Present simple	Past simple	Picture # 1, 2, 6
Present continuous	Past continuous	Picture # 3
Present perfect	Past perfect	Picture # 5
Past simple	Past perfect	Picture # 4

Explain that when using the past simple, we can either use the past perfect or the past simple: “I watched a horror movie”- She said *she had* watched a horror movie OR She said she *watched* a horror movie.

Comment on the “Attention” spot about using “that” in reported speech. Give students some prompts to practice both forms.

- a) In pairs, students do activity 7. the exercises “a” and “b.” If time is short, “b” can be done as homework. Either way, check the answers and solve any doubts. Check language structure, vocabulary, and spelling in written responses.

Going further: To practice more on reported speech, Murphy’s *English Grammar in Use* (5th ed.- Units 47-48) is a good option. The *LearnEnglish* app by British Council offers suitable activities on the subject (<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reported-speech-1-statements>). Teachers can also create or adapt quizzes and exercises using the apps *Wordwall* or *Quizizz*.

6- “Let’s talk” section (25-30 min.)

- a) Ask students to imagine the following situation: You go to a fast food chain and order ten nuggets, two cheeseburgers, and two cokes. When your order comes, you realize there are only five nuggets, two fishburgers, and orange juice. What would be your reaction? Would you be angry at the attendant? Would you explain the situation calmly? After some students share what they would do, introduce the six expressions to use when complaining. Provide an example for the first one. You can use pictures or even a video to clarify the situation clearer. “There seems to be a problem with this headphone I bought here yesterday. Could you help me with that?”. Go through the other sentences, clarifying any doubts on meaning and vocabulary. Then, divide the class into small groups and ask each to create a situation for one of the expressions so that all six are covered. The groups share their answers with the class. Monitor and provide support.
- b) Put students in pairs and instruct them to perform the role play. Monitor and help with prompts if necessary. Choose one or more pairs, if time is available, to perform their conversation for the class.

Going further: Students can role-play a complaining situation using the Whatsapp audio. One classmate can perform Customer Service, and another the client. They exchange audio messages about the problem until its solution, using the expressions learned

above. Some suggestions:

- 1- You bought something online, and the delivery is very late.
- 2- The product you purchased is very different from the advertised one (e.g., size, color, shape, functioning).
- 3- The smartphone delivered to you differs from the model you ordered.

7- “Let’s write” section (Divided into two classes. Part 1- a)15 min., Part 2- b) 20 min.)

- a) In class, guide the students on how to write a blog entry. Explain that it’s a text created to be posted on an internet blog (a regular record of your thoughts, opinions, or experiences that you put on the internet for other people- *Cambridge Dictionary*). Show some examples of blog posts on different subjects. The writing assignment topic is the student’s complaining experiences, so they must focus on one of them and elaborate on a short text telling this story. They can use the proposed questions as a guide to organizing their writing. Students write their entries as homework.
- b) In the following class, students read each others’ texts and comment on them. Monitor and support their discussion, suggesting ways for improvement.
- c) At home, students rewrite their essays, if necessary, according to their classmates’ and the teacher’s feedback.

Going further: Students can create a blog for the class to post their entries and share the blog address with other students, family, and friends. Another option is to post them on a virtual forum or create an e-book.

UNIT 2

We should always care!



sanctuary.org

Let's discuss!

- 1- Greta Thunberg became an activist and young people's voice to warn against the consequences of climate change and defend the Earth's ecosystems. What are your views on that subject? Do you agree with Greta's activism? Do you think the environment needs protection? Why? What could you do to contribute to that? Post your ideas on our [virtual forum!](#) Comment on at least one of your classmates' posts.



Lucas Jackson/Reuters

- 2- How much do you care about the environment? Find out by taking this [quiz](#). Share your results with your classmates and discuss them. How could you motivate those who are less engaged?



shutterstock.com

Let's read!

greenpop.org/10-woman-environmentalists-you-should-know-about/



[imdb.com/title/tt0095243/](https://www.imdb.com/title/tt0095243/)

3- a) Discuss with a partner:

Do you know the women in the pictures above? Have you ever done something to protect nature? An animal, or an endangered place? If you haven't, do you know anyone who has done it, or have you seen any movies about people protecting nature?

b) The story of Luna, the giant redwood, shows us how much people care for other life forms. Read this story and answer the questions proposed:

- a) What did Julia Butterfly Hill do for Luna in 1997? Why?
- b) What happened to Luna in November 2000? How did people and institutions act to help it?
- c) Twenty two years later, how is Luna's health?

- d)** Why, according to the text, “we have much to learn from Luna”? What can this famous tree teach us?
- e)** What do you think about Julia Butterfly’s attitude? Do you support it? Would you do anything similar? Why, or why not?

Luna Ancient Redwood Tree



[pinterest.com](https://www.pinterest.com)

1 Luna is an ancient redwood. She has been living in Humboldt County of
2 northern California for more than 1000 years, towers 200 feet above the
3 earth, and has a circumference of 40 feet. In 1997 Julia Butterfly Hill began
4 her historic two-year tree-sit atop Luna to prevent the felling of this
5 magnificent tree, and to bring international attention to the importance of
6 protecting and restoring natural resources. Julia stayed aloft until Pacific
7 Lumber Company agreed to protect Luna with a conservation easement.

8
9 December 1999 marked the beginning of Sanctuary Forest's role as monitor
10 of the Luna Covenant Agreement between Pacific Lumber Company and Julia
11 Butterfly Hill. Monitoring visits were uneventful until the November 2000
12 chainsaw attack brought Luna back into the headlines. Sanctuary Forest
13 immediately found itself at the center of efforts to coordinate responses to
14 the biological and structural implications of a three-foot deep cut that went
15 halfway around Luna's circumference, cutting her flow of nutrients and
16 threatening to topple her.

17
18 Luna and the world responded. Within hours of the discovery, top arborists,
19 engineers and biologists were discussing how best to save Luna. With the
20 first winter storm fast approaching, steel brackets were designed,
21 manufactured and installed, all in one day! Representatives from Pacific
22 Lumber Company, Sanctuary Forest, and the California Department of
23 Forestry worked side by side into the night.

24
25 In the months that followed, the medical response team completed Luna's
26 structural support by installing cables from Luna to remote anchor points.
27 The work to heal the chainsaw scar continues. Unsolicited help and advice
28 still comes in from all over the world. Though there is a bit of die-back at her
29 tip, the predicted effects were not nearly as bad as was feared, and 20 years
30 later, her canopy continues to look green and strong and every year shows
31 signs of new growth.



32
33 We have much to learn from Luna. Besides being a unique study of the
34 resilience, strength and spirit of coastal redwoods under stress, Luna is
35 teaching us how people with differing backgrounds and philosophies can set
36 aside their differences, and come together to work towards a common goal.




37
38 Although there is no public access to Luna, she is watched and studied from
39 afar. Sanctuary Forest continues to monitor her safety and return to health.

Adapted from: <https://sanctuaryforest.org/programs/land-conservation/luna/>

Let's learn!

- 4- Check the words marked in the text. Use the images and subtitles to infer their meaning.

<p>a) aloft (line 6)</p>	<p>stockphoto.com</p>  <p>They held their glasses aloft.</p>
<p>b) easement (line 7)</p>	<p>marketbusinessnews.com</p>  <p>Tom is allowed to go through Mary's land to get to the road. He has an easement.</p>

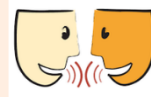
c) topple (line 16)	<p>www.abc.net.au/</p>  <p>The protesters toppled the lamppost in Hong Kong.</p>
d) die-back (line 28)	<p>pinterest.com</p>  <p>The dry leaves emphasized die-back at the top of the plant.</p>
e) canopy (line 30)	<p>saportareport.com/ (photo by Maria Saporta)</p>  <p>The tree exhibited a large canopy with bright green leaves.</p>

5- Now, match the words with their proper definitions. Check your answers with a classmate:

() To lose balance and fall down.

- () In the air or in a higher position.
- () The branches and leaves that spread out at the top of a group of trees forming a type of roof.
- () The legal right to cross or use someone else's land for a particular purpose.
- () A condition in which a tree starts to die from its leaves or roots backwards.

**Reflect and answer.
Then, share your
answers with your
classmates.**

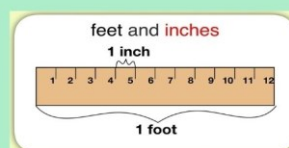


- 1** Have you ever climbed a tree up to the canopy? When?
- 2** Have you ever stayed aloft? In which circumstances?
- 3** What would you do if your plants showed die-back signs?
- 4** Have you ever seen a toppled tree, a lamppost or any other object? Where?
- 5** Do you agree the conservation easement for Luna was a great achievement? Why?

GROW YOUR VOCABULARY!

A) ACCORDING TO THE OXFORD ENGLISH DICTIONARY, A FOOT IS A UNIT FOR MEASURING LENGTH EQUAL TO 12 INCHES OR 30.48 CENTIMETERS, USED IN BRITAIN AND NORTH AMERICA. BASED ON THE DEFINITION, CONVERT LUNA'S MEASURES INTO METERS. HOW HIGH AND HOW LARGE IS THE TREE?

B) A FOOT IS 12 INCHES AND AN INCH IS EQUAL TO 2.54 CENTIMETERS. HOW TALL ARE YOU IN FEET AND INCHES? DO THE MATH AND TELL YOUR CLASSMATES YOUR HEIGHT. ASK THEM ABOUT THEIRS.



Language spot!

6- Study the sentences below. Underline the form used after words such as of, for, by, about, to, at, like, etc. What pattern could you notice among these forms?

- 1- Julia Butterfly Hill called attention to the importance of protecting and restoring natural resources.
- 2- The team provided structural support to the tree by installing cables from Luna to remote anchor points.
- 3- "By day, you risked getting arrested for trespassing on Pacific Lumber property." (Julia Butterfly Hill, *The legacy of Luna*)
- 4- "I had made points by being in Luna, but the tree was still not saved." (Julia Butterfly Hill, *The legacy of Luna*)
- 5- "At first, the idea of going to the top of Luna was terrifying." (Julia Butterfly Hill, *The legacy of Luna*)
- 6- "We're thinking about making a second platform on Luna so that you'll have a place for visitors and press," he said. (Julia Butterfly Hill, *The legacy of Luna*)
- 7- "When I looked at it, the potential of labor and environmentalists to coming together seemed big." (Julia Butterfly Hill, *The legacy of Luna*)

The forms after the prepositions in the examples are all:

- () infinitive
- () gerund
- () past participle

b) Talk to a partner about something:

1. You're afraid of.
Example: I'm afraid of getting lost in a place I don't know well.
2. You disagree with it.
3. You've complained about it recently.
4. You don't feel like doing it.
5. You dream of/about.
6. You've apologized for.
7. You're good at.
8. You're looking forward to it.

9. You'd like to do instead of something else.
10. You've thought about it lately.



Let's listen!

- 7-** What is the human being's role in protecting nature? Why do we need to do it? Study the posts below and share your insights with your classmates on the subject.

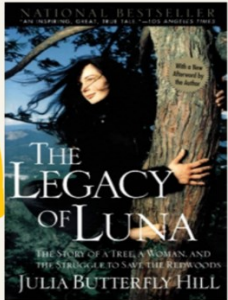


TREES: OUR BEST DEFENSE AGAINST CLIMATE CHANGE

Forests are a powerful natural climate solution. As they grow, trees absorb carbon emissions, converting them into clean oxygen. In fact, conserving forests could cut an estimated 7 billion metric tons of carbon dioxide each year—the equivalent of getting rid of every car on the planet.

Adapted from: <https://www.rainforest-alliance.org/issues/forests/>

DID YOU KNOW?



AFTER 738 DAYS LIVING ALOFT ON A REDWOOD TREE TO PROTECT IT FROM FELLING, JULIA BUTTERFLY HILL GOT AN AGREEMENT WITH PACIFIC LUMBER, ONE OF THE MAJOR LOGGING COMPANIES IN CALIFORNIA. SHE TOLD HER STORY IN "THE LEGACY OF LUNA", PUBLISHED IN 2000.

IS IT THE KIND OF STORY THAT CALLS YOUR ATTENTION? WHY, OR WHY NOT?



Adapted from: Camera Lucida Films.
<https://www.youtube.com/watch?v=u8EFTJBxdm0>

Stuart Moskowitz is a board member of the Sanctuary Forest, a non-profit organization whose "mission is to conserve the Mattole River watershed and surrounding areas for wildlife habitat." The redwood tree Luna is under the Sanctuary's protection. Listen to Moskowitz's statement about the Sanctuary and Luna in the [video](#). Then, answer the questions proposed.

a) What does the Sanctuary Forest do:

-) It works for logging companies.
-) It protects and rehabilitates forests.
-) It teaches how to be sustainable.

b) According to Moskowitz, taking care of the Earth means

-) Stopping all of the logging.
-) Protecting only buffer zones.
-) Doing logging viably to protect the forests

c) For how long did Pacific Lumber agree to protect Luna and her surroundings?

-) Forever.
-) Three years.
-) Three centuries.

d) How is Luna nowadays?

- The tree is still alive and thriving
- It's alive but in bad shape
- It is still fragile because of die-back

Let's talk!

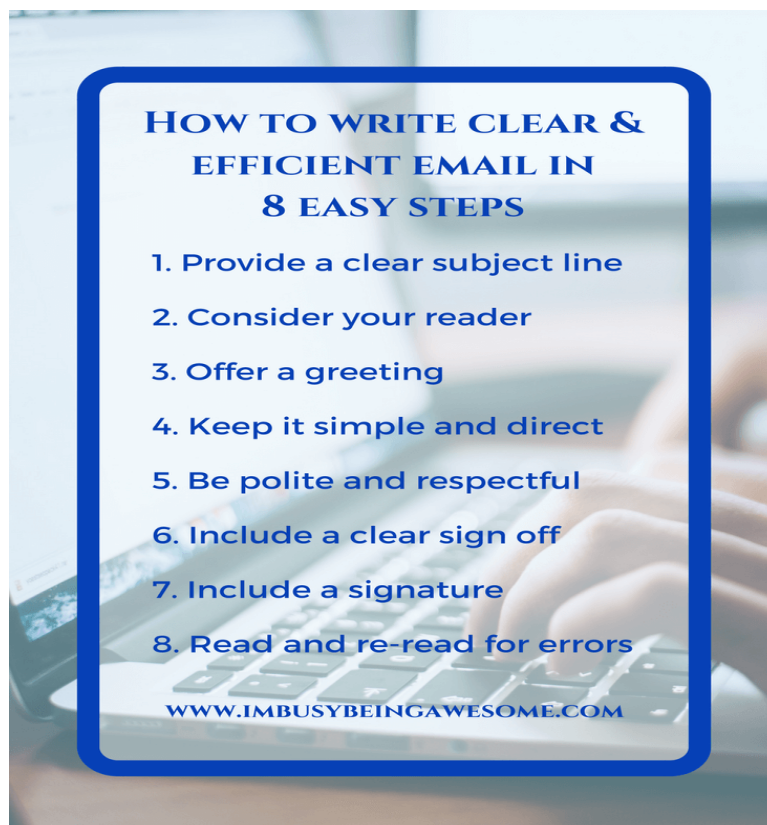
8- Discuss with a partner the topics below. Share your impressions with your classmates and teacher.

- a)** In the video about the Sanctuary Forest, Stuart Moskowitz says that Luna acts as a microphone and a receiver. What do you think he meant by that? Considering the tree's story, comment on how it became "a microphone."
- b)** Moskowitz also affirms that "the world is still asking about Luna, so that message is filled, that message is still being broadcast." What "message" could that be?
- c) Homework:** The video shows many images of Luna and her surroundings. How did you feel while watching them? What kind of impact did it create? How does the soundtrack contribute to emphasizing the video's atmosphere? Record a short video at [Flip](#) (enter the password Luna@123) about your impressions. Watch your classmates' videos and take notes to comment on them in class.

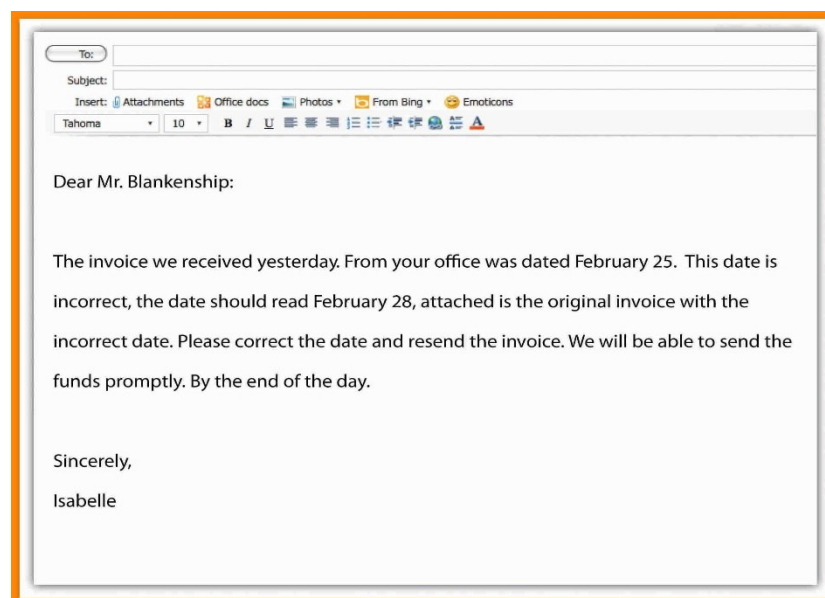
Let's write!



- 9-** Visit the Tree Foundation [website](#). Read the article entitled: "How do we love trees? Let us count the (10) ways".



imbusybeingawesome.com/clearefficientemail8steps/



www.examples.com/education/email-writing-examples.html

a) Do you know how to write an e-mail? It is a genre that conveys several types of texts. It can be formal, semi-formal or informal, depending on your objectives. Write an e-mail to the congressperson you voted for (or any congressperson), asking her/him to engage in the fight against deforestation in the Amazon Rainforest. Use the article's ten ways to take care of trees to convince the congressperson and to propose actions against deforestation she/he should defend.

b) Exchange your e-mail with a partner. Read each other's texts and elaborate comments to help to improve them.

c) Rewrite the text based on your classmates' and teacher's feedback.

Teacher's guide

UNIT 2- WE SHOULD ALWAYS CARE!

1- “Let’s discuss” section: (15-20 min.)

- a) Introduce the Unit’s topic through a discussion forum. Explore the unit’s cover picture. Ask students to describe the tree. What is different about it? What could have happened to the tree? Do they think it’s important to take care of a tree? Next, show Greta Thunberg’s picture and ask students if they know who she is and why she is known. Check what they know about climate change and environmental activism. This activity can be settled previously as a virtual forum, where students can post their comments, or the discussion can be carried out orally in class.
- b) After the discussion, students take the quiz to know their engagement level regarding environmental issues. Monitor and provide support for students’ doubts related to vocabulary or pronunciation. If internet service and data show are available, project the quiz on screen. Students answer the questions, check their scores, and share their results. Ask students how they could motivate their classmates who conveyed a low level of engagement concerning environmental problems. Explore the picture of people planting trees. Provide examples such as:
 - a) Could they research the impacts of climate change now and in the future?
 - b) Could they protest against deforestation?List students’ suggestions on the board.

Going further: To know more about the impacts of human interventions on the planet, suggest students watch the documentary *Anthropocene: the human epoch* (2018) on YouTube (<https://www.youtube.com/watch?v=df5CTH5iwfU>). They can share their impressions in class or on a virtual forum. Ask them to list new vocabulary they have learned.

2- “Let’s read” and “Let’s learn” sections (25-30 min.)

- a) Before students read the text, explore with students the women’s pictures. If they don’t know them, explain that the first one is Jane Goodall, who loves, researches

and protects chimpanzees. The second is Marina Silva, known for protecting the Amazon Rainforest. The movie, *Gorillas in the mist*, tells the story of naturalist Dian Fossey and her work to protect the gorillas in Rwanda. Then, ask students to discuss in pairs the topic proposed.

- b) Still before the reading, explore the picture of Julia Butterfly Hill atop a tree. Ask students if they think it's possible to live on a tree to help it. Explain "tree-sit" as a form of protest against deforestation. Ask students to read the proposed questions in advance and solve any doubts. In pairs, students read the text, underlining unknown vocabulary.
- c) Before students answer the questions proposed for the text, guide them to the "Let's learn" section. The pairs do the activity as instructed, inferring the meaning of the marked words on the text. Monitor and support students while doing it. Check their answers and clear any doubts.

Answers: c-a-e-b-d

- d) After the activity, students answer the questions about the text. Check their answers and discuss their opinion about Luna's story and Julia Butterfly's activism. Would they be able to do something similar? Encourage free responses and provide support concerning vocabulary and pronunciation.
- e) To reinforce the new vocabulary, students ask each other the five questions proposed in the "Reflect and answer" post. Students can choose a classmate and ask her/him the question. The student answers and then asks the following question to another classmate. If time is short, students can answer the questions as homework, and the answers can be checked in the next class.
- f) Explore the "Grow your vocabulary" post. Students make the correspondence between feet and centimeters and answer about Luna's measures and their heights.

Answers: a) Luna is around 60,96 meters high and has a circumference of 12,2 meters.

b) Answers vary according to each student. E.g., a person who is 1,65 meters tall is around 5 feet and 5 inches.

Going further: The redwood Luna was spared from felling due to environmental activism. Unfortunately, another tree in British Columbia, Canada, was not that lucky. Read this story at

<https://drive.google.com/file/d/18NAhItGJYksH4o8czJBhgA61Blhtgeu/view?usp>

[=share link](#). Students can share their opinions in class or post them in a virtual forum. The text can also be used to explore vocabulary and grammar points.

3- “Language spot” section (15 min.)

- a) In pairs, ask students to read the sentences, paying attention to the nominal form after the prepositions. Provide support for vocabulary and pronunciation, if necessary. After underlining the words, they answer the correct nominal form.

Answer: gerund

- b) In pairs, students tell each other about several situations. The sentence construction practices the use of gerunds as nominal forms, in this case, functioning as prepositional objects (preposition +verb in gerund form). Walk around the class monitoring their language use. Ask some pairs to report their answers. Write some answers on the board and reinforce the function of gerund as a nominal form, or a verb noun.

Going further: a) Ask students to research on the infinitive and the participle as nominal forms.

b) Instruct students to prepare a “Self-learning Portfolio” focusing on grammar practice. Outside the classroom, students look for new input related to the grammar points; both the ones approached in the course and new ones the student is interested in. The formats vary greatly, including online exercises, videos, grammar handbooks, articles on the subject, etc. Every input is registered in the portfolio. The teacher assesses the portfolio at the middle and end of the course. At least the last assessment should be done together with the student. Praise the achievements and guide improvement.

4- “Let’s listen” section (15 min.)

- a) As a pre-listening activity, engage the students in answering the questions proposed. Explore the first picture about the importance of protecting forests. Explain their role in balancing the planet’s climate by absorbing carbon emissions. Ask students what they think could happen if deforestation increases continually. Call attention to the Amazon Rainforest situation. What do they think could be done to mitigate this?
- b) Students read the post about Julia Butterfly Hill’s book. Is it an exciting book? Would the students read it? Why, or why not?

- c) Give students time to read the multiple-choice questions before playing the video. Clarify students' doubts about vocabulary. Play the video twice. Students listen and answer the questions. Check the answers, playing the video again, if necessary.

Answers: a) It protects and rehabilitates forests; b) Doing logging viably to protect the forests; c) Forever; d) The tree is still alive and thriving.

Going further: Pop singers are engaged in environmental activism. Miley Cyrus's "Wake up America" is a song that discusses environmental issues and attitudes toward taking care of the planet. It can be used to enhance oral comprehension, discuss the topic, and explore linguistic aspects. Lyrics and audio are available [here](#).

5- "Let's talk" section (15-20 min)

- a) In pairs or trios, students discuss the topics based on the video. Explain the metaphor Stuart Moskowitz creates for Luna: the tree is a "microphone" and a "receiver." What can be spoken out through Luna? What is the message the tree broadcasts? How is it connected to environmental protection and activism? After the discussion, students share their views.
- b) As homework, students are asked to record a video at Flip commenting on their impressions about the video on Luna. Reinforce that they should watch their classmates' videos to comment in class. Provide individual feedback to students, calling attention to language use and pronunciation mistakes and praising their oral productions. If possible, you can play some videos in class to emphasize students' comments and performance.

6- "Let's write" section (15-20 min.)

- a) Instruct students to visit the website at home. Ask them to take notes and bring them to class. If all students have smartphones and the internet is available, they can reaccess the website. Also, ask them to choose the congressperson they will write the e-mail to.
- b) Since it's already a very well-known textual genre, quickly revise with students the steps to writing a formal e-mail. They need the receiver's address and identify the subject of the e-mail, informing briefly what it is about. They must include a polite greeting to the recipient and write the body of the message in paragraphs. Close with a greeting and sign it. Students can search for the Brazilian congresspeople's e-mails

address at: <https://www.camara.leg.br/deputados/quem-sao>. Just type the congressperson's name, and her/his public data, including the e-mail address, will be informed.

- c) Provide a handout with an e-mail format for students to write their message. Monitor and support students with vocabulary, grammar, and spelling while they write the e-mail's first draft. When they finish, they swap their texts with a classmate. They make comments and suggest improvements. Students rewrite their texts, if necessary, and hand them to the teacher. They write the final draft after the teacher's feedback.
- d) As a post-writing activity, students can translate their e-mails into Portuguese and send them to their chosen congressperson. If they get a reply, they can translate it into English and share it with the class.

Going further: Students can write a message to Sanctuary Forest praising their work, giving suggestions, or asking for more specific information. Ask students to visit the website, read more about their work and write to them at <https://sanctuaryforest.org/contact/>.

Rationale

It's a truism that from classical and grammar-translation methods to the Post Method era, empirical practice and intense research in teaching and learning English as an additional language have produced a plethora of methods, approaches, techniques, and theories attempting to encompass the myriad of perspectives and procedures related to language acquisition and the processes to maximize its achievement. Brown and Lee (2015, p. 30) remark that there is a consensus around the idea that the principles launched by Hymes (1972), Canale, and Swain (1980) fostered a revolution in the way teachers taught, students learned, curriculum, material development, and other aspects related to teaching and learning languages were dealt with. An overview of the Communicative Language Teaching approach (CLT) shows that it

aims to develop linguistic fluency, and not just the accuracy that once consumed its methodological predecessors. CLT promotes classroom practices that equip students with tools for generating unrehearsed language performance “out there” when they leave the womb of the classroom. CLT seeks to facilitate lifelong language learning among students that extends well beyond classroom activities. Learners are partners in a cooperative venture. And CLT-based classroom practices seek to intrinsically spark learners to reach their fullest potential (BROWN, LEE, 2015, p.31).

After a century of methods, approaches, and techniques attempting to achieve the most effective ways to learn an additional language, the Post Method era acknowledges the impossibility of a method that fits all learners, claiming that the specificities of students' sociocultural and learning contexts must be part of the teaching-learning equation. In this context, the principles of CLT, focusing on the integration of “all the components (...) of communicative competence” (BROWN, LEE, 2015, p.31), can be a solid ground for learners to achieve their goals. Teachers can also rely on CLT premisses to plan and implement teaching practices, and material developers can elaborate coursebooks and other materials based on the fundamentals of the approach. In sum, CLT provides a perspective on language teaching and learning that is still meaningful and viable within language acquisition research and its pedagogical outcomes.

The two Units created for this monograph attempt to follow the communicative principles quoted above to engage learners in acquiring English as an additional language and stimulate a learning environment inside and outside the classroom. Both units follow the same design for exploring linguistic content and communicative practices to provide

consistency and predictability. Those aspects, in Tomlinson's view (2014, p. 39), "help give participants in social interactions like lessons a safe base, a platform for negotiation and exploration." Thus both Unities start by presenting the main topic that will be approached throughout the three/four classes necessary to explore their contents. The issues are introduced via warm-up activities to explore learners' prior knowledge, pre-teach vocabulary and pronunciation, and settle the context for the following sections.

The Units' topics choice aimed to bring updated and relevant themes to add to the learners' repertoire and raise critical thinking about attitudes and preconceived ideas they may take for granted concerning complaining (Unit 1) and awareness of environmental issues (Unit 2). The Units' sections are named according to the language dimension explored and what is expected from the learners. Thus, each Unit presents the following sections (in this order): "Let's discuss", which works as a first contact with the Unit's main topic and provides an exploration of prior knowledge and contextualization for the next sections; "Let's read", which explores and provides practice for written comprehension and interpretation; "Let's learn", which is focused on vocabulary comprehension and expansion; "Let's listen", which provides oral comprehension practice; "Grammar spot", focusing on language structure; "Let's talk", which settles context and conditions for oral production, and "Let's write", which establishes guidelines for written production in a specific textual genre. The "Go further" sections in each Unit suggest alternative practices and materials intending to amplify the teacher's range of choices when working with the material.

The sections are a way to furnish didactic organization to the Unities, but they don't need to be strictly followed in the order they are presented. Teaching materials must be flexible enough to allow teachers to adapt, supplement, and improvise, as stated by Masuhara (2022, p. 277): teachers "may add or delete texts and activities to suit the learners and the local contexts. They may replace, reorder the sequence, come up with creative uses, or supplement texts and/or activities with 'better ones'" to advance both the teaching conditions and the learning experiences and not to become a straitjacket for learners and instructors.

As the Unities aim to integrate the four skills, the activities were planned to engage and motivate the students to combine them so that the focus is never on just one. Thus, they perform oral production, oral comprehension, and written comprehension in the Warm-up activities, for instance. Before reading the texts, learners discuss their subjects by speaking or writing, depending on the teacher's approach. Pair work/group work is

constantly stimulated to provide interactional contexts, which always demand the use of more than one skill. The Teacher's Guide instructions settle the pace for this integration, allowing instructors to choose the best procedures to fit their learners' needs and goals.

Regarding authenticity, both Unities use spoken and written materials produced by real speakers and writers addressed to real-life audiences. The CLT establishes the relevance of authentic communication in developing communicative competence, despite the different conditions found in the classrooms, which are much more controlled than in real-life situations. The original context of such interactions changes in the classroom, but learners are able to recognize the circulation of such materials outside the classroom and establish connections. Thus, we agree with Jones (2022, p. 65) that "one important aspect of acquisition is that learners need exposure to a large amount of comprehensible input (KRASHEN 2009), and authentic materials certainly have the potential to provide such input". In Units 1 and 2, written texts are taken from newspapers, websites, and the Corpus of Contemporary American English (COCA). The chosen videos used for oral comprehension were produced to address the web community and deal with the themes of each Unit. The images illustrating the sections freely circulate on the web; they are cultural artifacts shared by their producers/owners. These materials are helpful as language models (JONES, 2022, p. 77) and, we hope, can engage learners and nurture meaningful contexts to advance language acquisition and communicative competence.

It is important to notice that the Unit sections propose activities that involve contextualization, interaction, and, most of the time, a post-task. Written or oral texts, verbal or non-verbal, are not presented to the students without some contextualization or pre-teaching. The teacher must explore the images, their possible meanings, and written and spoken texts. The readings are preceded by prior knowledge checking, enhancement of students' interest in the topic, textual genre awareness, and vocabulary/pronunciation pre-teaching.

Regarding written expression, the Units aim to stimulate learners to write in several moments: by answering questions and topics related to texts they read or listen to, posting comments in virtual forums, and when they are specifically asked to produce a written text under certain conditions. In this case, raising textual genre awareness is crucial for learners to know why the written production is relevant and what is expected from them. As Hyland (2003, p. 87) emphasizes, it "assists students both to create text and reflect on writing by helping them to focus on how a text works as discourse rather than on its content." In Unit 1, learners are supposed to write a short essay; therefore, they

must be clearly instructed on the fundamental of this genre and how it operates within the discourse community. As the Units target audience is college students, the essay is a textual genre they usually must master during their courses. The proposed activity will enhance these skills and help them succeed in their writing assignments.

To vary the range of textual genres and their purposes, Unit 2 also focuses on a written production meant to engage the students in all writing phases: pre-writing, writing, and post-writing. Students will write an e-mail, a well-known and practiced genre. As the messages will be sent to real addressees (in the post-writing phase), students can get replies and go on with the communication process. Once more, genre awareness, genre textual fundamentals, and purpose must be evident to learners. Both writing assignments are related to the Units' topics. As stated by Rodrigues (1985, p. 26-27), students "need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real purposes and real audiences." Reading, listening, and speaking practices, as well as the vocabulary and grammar points explored in the Units, work as pre-writing support. We can write confidently about a subject if we have enough information and the necessary tools and skills. It's not by chance that the "Let's write" section is the last proposed one. The purpose is that learners write after they read, listen, and talk about the subject and also get meaningful input and practice concerning vocabulary and language structure knowledge. Peer review, teacher feedback, and post-writing are essential to emphasize writing as a process instead of just focusing on writing for writing's sake, without connections to a world where texts circulate and impact their readers.

Oral skills are explored along the Units. Learners are required to express themselves orally on the proposed topics and whatever connections they are able to establish. However, speaking in the classroom goes beyond the learning objectives stated for a specific class. Learners and instructors can interact in many ways during the class. Richards (2008, p. 21) defined a tridimensional function of speaking: "talk as interaction"; that is, the conversations we engage in everyday life, for instance. In "talk as a transaction," "the message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other" (RICHARDS, 2008, p. 24). Lastly, "talk as performance" "refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches" (RICHARDS, 2008, p. 27). Richards' insights offer a way to approach oral genres in the classroom. He remarks that

among the three kinds of talks, the transactional would be easier to teach and occur within classroom contexts. Role-play and discussions fit into this type. The “Let’s talk” sections in the Units propose such activities to build up speaking. Instructors must pay attention to aspects such as language use, lexical items, pronunciation, taking turns, and students’ performance while engaged in oral production. Those aspects can provide criteria for giving feedback and also improve planning and implementing future speaking activities.

The “Language spot” section in the Units attempts to approach grammar bearing its importance for language learning and how it can be operationalized without becoming the “center” of the process. Teaching centered on grammar lasted for a long time in the history of English language learning. It was taken for granted (and it still is!) that by mastering grammar rules, one could aptly and effectively use them for communication. CLT strongly questioned this argument, which led to a “lessening” of grammar teaching. Nowadays, it’s acknowledged that “without a good knowledge of grammar, learners’ language development will be severely constrained” (RICHARDS, RENANDYA (2002, p. 145). Thus, it’s necessary to approach grammar in learning contexts so that it promotes advance and effectiveness in their performance. Azevedo and Carneiro (2017, p. 88-89) remark that “we should approach, or study the [language] system in a more integrated way, concerning the interrelation between the grammatical and the discourse, functional or cognitive systems, as well as we should practice the forms meaningfully.” In the Unities, this approach is attempted through an inductive perspective: students realize (or infer) language structures through a learning experience when using the language.

In Unit 1, students come upon the building of reported speech by listening to the people in the video speaking directly and then doing an activity that calls their attention to what people said indirectly. By comparison, it’s expected that students notice the difference in the verbal structures. The following activities reinforce the grammar point and allow explicit instruction, if necessary. The same rationale is used in Unit 2 to teach the use of gerund as a nominal form. Students study a series of sentences taken from a book (whose subject has been previously contextualized; thus, the sentences are not isolated. What students read makes sense for them) and are expected to notice the gerund as a prepositional object. Further practice aims to reinforce the language structure. As proposed, doing the activity in pairs or groups can be an aid for students to notice grammar points without explicit instruction. More proficient students, for instance, can assist their classmates in this process.

Although the two unities do not present specific tests aiming to provide traditional and summative assessments (BROWN 2003), it is essential to remark that they are open to allowing informal assessment throughout their learning paths. Brown (2003), Genesee and Upshur (1996), and Harmer (2007) emphasize the importance of familiarizing students with all forms of assessments since all of them have their merits (as well as their shortcomings) and help to provide an overall view of each student's abilities, progress, and achievement. In this sense, they are highly personal and allow students to reflect upon, discuss, and strengthen their learning process. The Unities expose students to various kinds of input. They are expected to practice language usage in different contexts, such as speaking in pairs or groups, discussing topics, asking and answering questions, reading aloud, role-playing, and so on. Teachers can use those moments to implement formative and alternative assessments (BROWN 2003). Taking notes of mispronunciations and calling attention to misspellings, inaccurate language use, and mistaken interpretations become opportunities to provide collective feedback without necessarily pointing out individual errors and mistakes, which can be embarrassing for some learners. The self-learning portfolio on grammar suggested in Unity 2, for instance, can be formally assessed, based on clear and objective criteria students must attend to and can also be subject to an alternative assessment, with the learner and instructor discussing achievements, weaknesses, and strengths, pointing "the way toward future learning challenges (BROWN, 2003, p. 259).

A word on the use of digital tools to enhance language learning, since the Units propose some activities based on them, such as recording videos, posting messages in virtual forums, listening to audio and videos from specific platforms or websites, and doing grammar exercises in apps. The activities aim to expand or reinforce knowledge of the Unit's topic and contribute to integrating the skills. Hartle (2022, p. 400) states that digital tools "can be used for receptive and productive skills work as learners watch, listen, read, and discuss content and produce both written and spoken language." This form of "blended learning" (traditional + technology) is a fact in educational contexts, despite the many problems related to unequal internet and computer/mobile phone access. Digital tools can motivate, increase exposure to the target language, and facilitate learning. Thus, when using digital tools to create learning materials, "it is essential to consider which materials to develop, for which aim, and how to combine materials, tasks and exercises into a principled teaching process" (HARTLE, 2022, p, 410). As with any

resource, “traditional” or digital, they cannot be an end in themselves and be there, disconnected from the learning objectives and out of the students’ reach.

Finally, as instructors, material developers, and adapters, we must be constantly aware that learners of an additional language use their experiences and curiosity to interact with others. Hence, it is essential to bring those experiences to the learning context. Wherever this learning occurs, teachers should be open to learners’ backgrounds and emotional attachments so that they can feel welcomed and valued and can link what they are learning with their worldviews and expectations. I endorse this perspective and consider it a priority when implementing the learning paths proposed for Units 1 and 2.

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