

UNIVERSIDADE FEDERAL DE MINAS GERAIS-UFMG
Faculdade de Letras-- FALE
Programa de Pós-graduação em Estudos Linguísticos-
POSLIN
Curso de Especialização em Ensino de Inglês-- CEI

Jussara Arruda Santos

TEACHING MEANINGFUL AND REALISTIC ENGLISH COMMUNICATION

Belo Horizonte
2023

Jussara Arruda Santos

TEACHING MEANINGFUL AND REALISTIC ENGLISH COMMUNICATION

Dissertação apresentada ao Programa de Pós-Graduação em Estudos Linguísticos da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Inglês.

Orientadora: Profa. Dra. Maralice de Souza Neves

Belo Horizonte
2023



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEIELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Jussara Arruda Santos - Matrícula 2021659229.

Às 16:10 horas do dia 17 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 (CEIELI) para julgar, em exame final, o trabalho intitulado *Teaching meaningful and realistic meaningful communication*, 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 () aprovação () reprovação do(a) candidato(a).

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

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

Nota ...70.....

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, 17 de janeiro de 2023.

Marisa Mendonça Carneiro

Edelvais Caldeira

O trabalho atende aos requisitos do curso.

RESUMO

O presente trabalho acadêmico busca expandir o ensino de segunda língua para além do ensino tradicional, focando em disciplinas que estimulem a capacidade de pensamento crítico do aluno ao mesmo tempo em que, colocam o professor como mediador dos processos de produção oral. A percepção da própria língua neste nível é modulada pela habilidade do professor em ouvir sua produção, dando feedbacks agudos somados a algum tempo para que eles pensem na língua-alvo, neste último caso também conduzido pelos aspectos gramaticais apresentados nas atividades ao longo do livro. Estas duas unidades são baseadas na literatura do processo de aquisição de segunda língua, onde seu objetivo é oferecer aos alunos um ambiente menos ansioso dentro do livro junto com o trabalho do professor, assim este objetivo pode acontecer. Apesar de seu objetivo de produção oral, todas as habilidades esperadas em um livro ESL foram cumpridas neste trabalho.

Palavras-chaves: aquisição da linguagem; inglês; produção oral; pensamento crítico; ambiente menos ansioso.

ABSTRACT

The present academic work seeks to expand the second language teaching beyond the traditional teaching, focusing on subjects which boost the students critical thinking ability whilst setting the teacher as a mediator of the processes of oral production. The perception of the language itself at this level is modulated by the ability of the teacher to listen to their production, giving sharp feedbacks added to some time to them to think in the target language, in this last case also led by the grammar aspects presented in the activities throughout the book. These two units are based on the second language acquisition process literature, where its goal is to offer the students a less anxious environment inside the book along with the teacher's work , thus this aim may happen. Despite its oral production target, all the abilities expected in an ESL book were fulfilled in this work.

Keywords: language acquisition; english; oral production; thinking critically; less anxious environment.

PICTURES LIST

Picture 1: Right or Wrong	12
Picture 2: What is ethics?	13
Picture 3: Flashcards cellphone	16
Picture 4: People talking	17
Picture 5: Grammar	18
Picture 6: One Quote.....	19
Picture 7: Flashcards cellphone	20
Picture 8: Animals for entertainment.....	22
Picture 9: Animals for entertainment.....	22
Picture 10: Animals for entertainment.....	22
Picture 11: Cows	23
Picture 12: Elephant.....	23
Picture 13: Guinea pig	23
Picture 14: Black hands lady.....	23
Picture 15: Kids sewing	23
Picture 16: Human Trafficking	23
Picture 17: Light bulb brain	24
Picture 18: Evidence written.....	24

Picture 19: Microphone girl	24
Picture 20: Animals at table	24
Picture 21: Flashcards cellphone	26
Picture 22: nutshell	26
Picture 23: Participles	26
Picture 24: Flashcards cellphone	28
Picture 25: Organs of speech	29
Picture 26: Flashcards cellphone	30
Picture 27: Forced labor graphic.....	30
Picture 28: Forced labor definitions.....	30
Picture 29: Man in a ladder	30
Picture 30: Youtube	31
Picture 31: Slaughtering cow	33
Picture 32: Modern slavery place	34
Picture 33: Flashcards Infographic	38

TABLE OF CONTENTS

1 INTRODUCTION	9
2 UNIT 1	13
3 UNIT 2	23
4 TEACHER'S GUIDE	35
5 RATIONALE.....	49
REFERENCES	57

INTRODUCTION

The present work celebrates an important part of my academic and teaching life. Due to the fact of my constant frustration while working as a regular teacher, having to use books that seemed just random pieces of paper, not representations of the fluidity of the language and their contents, I felt that something was missing. I realized that the teaching of English in Brazil had become trading and propaganda. In consequence to that we were all trapped in a system that would not allow the students to produce any thought, saying or writing freely, without harsh judgment by their ‘not-copied-native’ pronunciation while talking or censored simply because of the ‘non use of the right preposition’, for instance.

I was shaped by English courses since the dawn of my career and when working in those specific places, I had little more contentment than in a regular classroom. Why is that so? Because for a short moment, I could genuinely use oral language production or even when using a book, I was able to engage my students in a conversation about something that would interest them, usually by their age, according to the book. How realistic that was though? How much time was given to those students to process in their minds what they wanted to say? Was I supposed to cut them off every single time they sent a message but had some flaws in their pronunciation or grammar? I truly did not think so and I am not blaming those institutions. It is just to mention that my students were more worried about failing than focusing on their everyday production, being glad for each small sentence produced or understood. For many times I had seen English course students advancing levels without a minimum ability to ask me orally a simple question in the classroom confidently.

Every day I shrank a little more. I lost my cheerfulness and enthusiasm towards the English language which was the only reason I thought I could be a good teacher: to inspire and stimulate my pupils. It was clear to me that my undergraduation was not enough to guide me throughout my inexperience. I had the feeling I should change my approach and I had no problem accepting that I needed more academic instruction to base these changes I wanted to implement in my classes without losing what the Second language acquisition literature had found inefficient and

efficient. This course was the light I needed to be confident about the path I wanted to take in my class. I could not be more fulfilled handing in this paper.

The creation of the two units focused on a critical communicative approach, for B2 students according to the CEFR global scale. Its focus is Proficiency. It is based on real texts and listenings from different websites and platforms where the student can have access to a wide range of content, grammar and vocabulary giving him enough content to perform the proposed activities. The first unit introduces the foundation necessary to discuss the following subjects in unit two. The theme chosen was Ethics since in Brazil we live under strong influence of dogmas and lack of a social holistic perspective of life in community. Then, in unit two we will explore some branches towards ethical dilemmas that permeate human life, such as human and non-human animal exploitation.

The units count with all the four abilities expected in the English teaching: listening, writing, speaking and reading. The work is divided into three parts: pre-class, during class and after class. The purpose of dividing the classes this way has its reason. The Pre-Class part is to enhance the chance of the student to be part of the development along the class, offering the opportunity to know previously what will be tackled together with his peers/teacher, giving him more confidence and less emotional stress to speak in front of others (*Reading - Unit one*). Also, sending his opinion without any interference of the teacher (*Speak Yourself - Unit one*).

In the classroom the student will explore with the classmates and teacher the grammar aspects of the text, writing and again speaking (*During Class*). Finally, to help the student to absorb the content, vocabulary and grammar aspects, he must use a Flashcard app daily, where he will select the words suggested in the book and he will also be encouraged to add any other vocabulary that he might want to get familiar with. The purpose of this book is to encourage the teens and adults students to speak with less worry about grammar aspect, understanding that we are like children learning a new language, so why to be so harsh on us? Exposing them to the more useful tools and techniques they can use independently to learn English. Not to mention, offering them relevant subjects that help to embrace a better life in the community.

The teacher will have some guidance through the Teacher's manual, where strategies for accurate feedback and teaching strategies will be presented. Exposing the students to a friendly environment and finally, polishing their grammar in the output naturally.

This is the mandatory final project for Curso de Especialização em Inglês (CEI). This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.

TEACHING MEANINGFUL AND REALISTIC ENGLISH COMMUNICATION

Jussara Arruda Santos



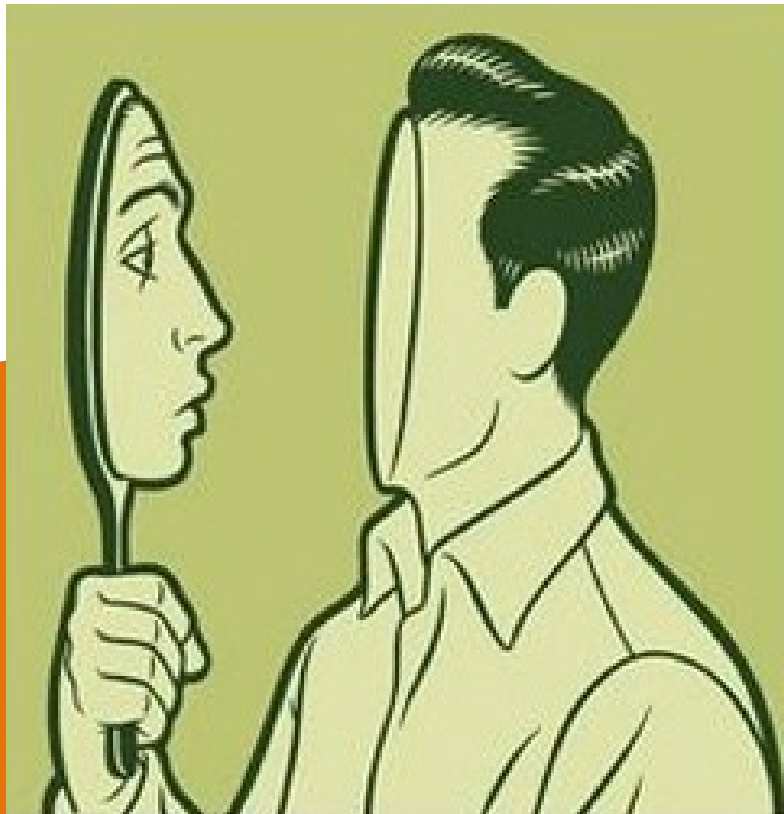
Unit 1

- Ethics

Unit 2

- Non- humans animals: is unjustified violence ethical?
- Clothing industry .

WHAT IS ETHICS?



Unit 1

Ethics



SPEAKING YOURSELF!

1. Record your answers before your class and share them with your teacher.

- a) What do you understand from the word Ethics?
- b) Can Ethics be thought/learned or is a matter of character?

2. After, read the text below.

What is Ethics?

1 Ethics is based on well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

2 Some years ago, sociologist Raymond Baumhart asked business people, "What does ethics mean to you?" Among their replies were the following:

"Ethics has to do with what my feelings tell me is right or wrong."

"Ethics has to do with my religious beliefs."

"Being ethical is doing what the law requires."

"Ethics consists of the standards of behavior our society accepts."

"I don't know what the word means."

These replies might be typical of our own. The meaning of "ethics" is hard to pin down, and the views many people have about ethics are shaky.

3 Like Baumhart's first respondent, many people tend to equate ethics with their feelings. But being ethical is clearly not a matter of following one's feelings. A person following his or her feelings may recoil from doing what is right. In fact, feelings frequently deviate from what is ethical.

4 Nor should one identify ethics with religion. Most religions, of course, advocate high ethical standards. Yet if ethics were confined to religion, then ethics would apply only to religious people. But ethics applies as much to the behavior of the atheist as to that of the devout religious person.

Religion can set high ethical standards and can provide intense motivations for ethical behavior. Ethics, however, cannot be confined to religion nor is it the same as religion.

5 Being ethical is also not the same as following the law. The law often incorporates ethical standards to which most citizens subscribe. But laws, like feelings, can deviate from what is ethical. Our own pre-Civil War slavery laws and the old apartheid laws of present-day South Africa are grotesquely obvious examples of laws that deviate from what is ethical.

6 Finally, being ethical is not the same as doing "whatever society accepts." In any society, most people accept standards that are, in fact, ethical. But standards of behavior in society can deviate from what is ethical. An entire society can become ethically corrupt. Nazi Germany is a good example of a morally corrupt society.

7 Moreover, if being ethical were doing "whatever society accepts," then to find out what is ethical, one would have to find out what society accepts. To decide what I should think about abortion, for example, I would have to take a survey of American society and then conform my beliefs to whatever society accepts. But no one ever tries to decide an ethical issue by doing a survey. Further, the lack of social consensus on many issues makes it impossible to equate ethics with whatever society accepts. Some people accept abortion but many others do not. If being ethical were doing whatever society accepts, one would have to find an agreement on issues which does not, in fact, exist.

8 What, then, is ethics? Ethics is two things. First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. What, then, is ethics? Ethics is two things. First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty.



Language Oral Usage

Discuss the text understanding

- 4) Discuss the questions below with your classmates/teacher.
- According to the text, what Ethics is not related to? Give examples.
 - Besides Nazism, Apartheid and Human Slavery which others unethical behaviours are sociable accepted or supported by law? Discuss.
 - According to the text, what it lacks in us as society to have a more egalitarian perception towards Ethics?
 - In your opinion, what actions have to be taken for a more ethical society? Explain.
 - "Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based."
How can we help to shape the ethical standards in our society? Discuss.

Useful expressions to express Opinion



Agreement

I agree
So do I
I totally agree
You have a point there
Absolutely



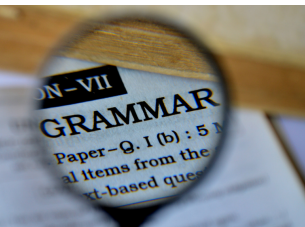
Disagreement

It seems to me
Honestly
I would say
From my perspective
I'm afraid I disagree



Stating

In addition to that
I might also add
What I'm trying to say is
As far as I'm concerned
As the text says



grammar drop

Read the excerpts from the text you have prepared 'What is Ethics?'

-But being ethical is clearly not a matter of following **one's** feelings. (paragraph 3)

-Nor should **one** identify ethics with religion. (paragraph 4)

-If being ethical were doing whatever society accepts, **one** would have to find an agreement on issues which does not, in fact, exist. (paragraph 7)

-Secondly, ethics refers to the study and development of **one's** ethical standards. (paragraph 8)

-So it is necessary to constantly examine **one's** standards. (paragraph 9)



after class

PUT THESE SENTENCES IN
YOUR FLASHCARD APP!

5) Now, answer:

Which Word Class do the words in bold represent ?

- a) Noun
- b) Pronoun
- c) Adverb

6) Do they represent a specific person, numeral or people in general? If necessary, go back to the text.

7) Read the sentences again and analyze: Is there any difference between **one** and **one's**?

- a) No, it is just genitive case
- b) Yes, but it is still a generalization



As a **personal pronoun** (both subject and object), **one can be used to refer to 'people in general'**. We often use one in making generalisations, especially in more formal styles. However, if one is used too much, it can make the speaker sound too formal. One takes a third person singular verb.

<https://dictionary.cambridge.org/us/grammar/british-grammar/one-and-one-s>

You and **They** are also used in a similar way. However, one includes the speaker in the generalisation. Read:

Does **one** eat in Malaysia?

(includes the speaker who is there or has an interest in going there)

Do **they** eat in Malaysia?

(refers to others)

Cambridge Grammar of English- A comprehensive guide

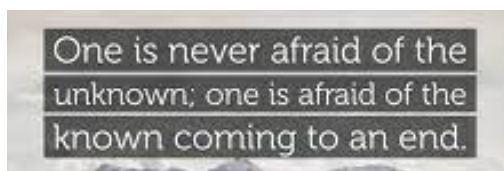
8) Rewrite the sentences replacing the subjects for the Personal Pronoun One. Change what is needed.

a) Nobody should use mobile phones while driving.

b) Someone's ethical behavior is more important than any social status.

c) We never knows, do we?

9) Create two sentences or questions for your peers or teacher using the pronoun One. Be creative! You can inspire in the sentence below:



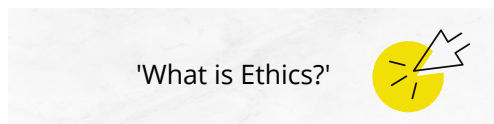
quotefancy.com

Listening to the real

10) Discuss:

- Do you think educational institutions have enough discussions about ethics?
- Is Ethics a subjective topic?

Now ,listen to the audio from Quinnipiac University and answer the following questions.



11) Mark the sentences that can be heard in the podcast:

Chris Lavigne states that ethics is about values, personal and professionals;

It is said that ethics is impartial;

Teaching ethics based on discussing cases and ethical dilemmas it is a way to go;

law, ethics and techonolgy walk together;

Plagio is an example of unethical behavior;

Ethical issues in Quinnipiac often take place exclusevily to internet access.

12) Match the synonyms with words in bold.

a) **Through** discussion and having a good **go-around**

To support
way

b) **Uphold** those standards



amidst

c) Quick **manner**

discussion

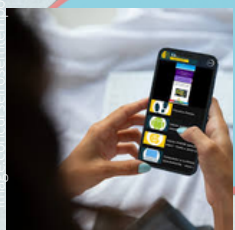
13) Now pick two words from exercise above and create two questions for your teacher or peer. Be creative!

14

after class

THESE WORDS MUST BE
IN YOUR FLASCHARD APP!

- To come across: encounter
- Puzziling: challenging
- To abide: follow
- To hold high standard: keep good quality





Language Written Usage

14) Now, in pairs or group of three, **write down** a list of Ethical and Unethical situations. Check the examples below.

If necessary, go back to the text for some guidance.

Ethical

Unethical

A fair salary for all workers;

Fashion industry exploiting dressmakers;

After it, read and discuss your work with the teacher and peers.



Unit 2

- Non- humans animals: is violence towards them justifiable?
- Human exploitation : labour and slavery



GETTING READY

-FACT OR FAKE?-

1) Read the statements below and according to your general knowledge mark True or False:

- () The majority of animals are sentients according to Cambridge Declaration on Consciousness;
- () Hershey, Nestle, Cargill were sued by child slavery;
- () Animal consciousness is denied for science;
- () 24.9 million people are victims of forced labor;
- () Women and girls account for 71% of all victims human trafficking,
- () Livestock systems have a significant impact on the environment, including air, land, soil, water, and biodiversity.



pre-reading SPEAKING YOURSELF

2) Record your answers in your cellphone. Remember: it is not about perfection, it is about meaning and understanding.

- a) Do animals have rights and feelings?
- b) Is it ethical to eat these beings?
- c) Is it possible to live a life eating/using other beings and liking them?
- d) What characteristics define human and non human exploitation?

In class, discuss the questions above with your teacher/ peers.

Read the answers
for Exercise 1 here

- <https://www.fao.org/livestock-environment/en>
- <https://www.safehorizon.org/get-informed/human-trafficking-statistics-facts/#our-impact/>
- <https://fcmconference.org/img/CambridgeDeclarationOnConsciousness.pdf>
- <https://www.reuters.com/business/hershey-nestle-cargill-win-dismissal-us-child-slavery-lawsuit-2022-06-28/>

FACT PILLS

In 2012, the **Cambridge Declaration on Consciousness** crystallised a scientific consensus that humans are not the only conscious beings and that 'non-human animals, including all mammals and birds, and many other creatures, including octopuses' possess neurological substrates complex enough to support conscious experiences.

<https://www.sciencedirect.com/science/article/pii/S1364661320301923>



Image: A. Krauze

reading

3) Now, read the excerpts below:

We declare the following: "The absence of a neocortex does not appear to preclude an organism from experiencing affective states. Convergent evidence indicates that non-human animals have the neuroanatomical, neurochemical, and neurophysiological substrates of conscious states along with the capacity to exhibit intentional behaviors. Consequently, the weight of evidence indicates that humans are not unique in possessing the neurological substrates that generate consciousness. Nonhuman animals, including all mammals and birds, and many other creatures, including octopuses, also possess these neurological substrates."

<https://fcmconference.org/img/CambridgeDeclarationOnConsciousness.pdf>

A new study from the University of Kent has found that people who wish to escape the 'meat paradox' -- i.e., simultaneously disliking hurting animals and enjoying eating meat -- may do so by denying that the animal they ate had the capacity to suffer.

<https://www.sciencedaily.com/releases/2010/07/100715091654.htm>

Exploitation can happen to anyone, whether they are from the UK or abroad. Offenders often target people with vulnerabilities, whether that's down to their personal circumstances, their employment status, their language abilities or something else that isolates them from other people. Victims do not always understand that employers are breaking the law or they are being controlled to the point where they are unable to speak out. They have sometimes fled worse abuse elsewhere in the UK or in another country.

<https://endlabourexploitation.co.uk/about/>

between the lines of the text

A) Is there any relation among the texts? Explain.

B) In the two last texts, how can we analyze them from an ethical perspective?

C) Based on the first text, is it unethical to compare humans and non-human animal at some point? Write.

D) What do people lack that makes the 'meat paradox' exist?

- To come across: encounter
- Puzzling: challenging
- To abide: to follow
- To hold hig standard: manter um padrão elevado



after class

THESE WORDS MUST
BE IN YOUR
FLASCHARD APP!



grammar drop

Present Participle x Gerund: Why can they be confusing?

4) Read the excerpts from the text :

- from experiencing affective states.
- humans are not unique in possessing
- people disliking hurting animals and enjoying eating meat
- they are being controlled

5) Discuss the questions with your teachers and peers:

- When do we use the suffix -ing in English?
- Do -ing suffix represent a verb in all the senteces? Which ones? Explain.
- Which class of words the -ing is representing in each sentence?
- Is Gerund and Continuous tenses the same?

6) Now, go back to 3A and identify what is a Gerund or Present Participle.

4 ways to use PRESENT PARTICIPLES

Past (Verb)

We were **taking** a test when my phone rang!

The cat was **purring** softly.

Future (Verb)

We will be **driving** there after lunch.

He's going to go **hiking** tomorrow.

 portlandenglish.edu

Present (Verb)

What are you **doing**?

I'm **studying** English and living in the United States.

Adjective

The **frightening** movie was all about zombies!

That zombie movie is **frightening**!

Portland English Language Academy - PELA



Noun = Gerund

Verb, Adverb, Adjective = Present Participle

In English the word Gerund does end in -ING, but it doesn't necessarily mean -ando/-endo/ -indo as in Portuguese in its translation for verbs. It is not a verb, it is NOUN/ SUBSTANTIVE. The confusion is to think that Gerund, in English, represents the Progressive/ Continuous tenses or Present Participle in general.

COMPARE:

I am studying English. (PRESENT PARTICIPLE)

George likes photographing the nature. (GERUND)

Jussara está estudando para o teste de sábado. (GERÚNDIO NO PORTUGUÊS)

Drinking water is necessary to keep you body hydrated (GERUND IN ENGLISH)



further practice of grammar

Read an excerpt interview with the ecologist Carl Safina.

What's your definition of consciousness?

To me, consciousness is the thing that feels like something. It's the sensation of experiencing the input from your sense organs. We're learning that a lot of animals – dogs, elephants, other primates – have it.

How else has research on animal behavior improved?

Well, until the 1950s and the 1960s, the study of animal behavior wasn't seen as real science. Until Jane Goodall, Iain Douglas-Hamilton and George Schaller began publishing, there were few studies. They were among the first to watch wild animals for the purpose of describing their behavior. Before, if you wanted to study elephants, you shot them and pulled their molars out to see how old they were.

Thanks to these pioneers, we've learned that wild animals do complicated things. Many recognize the individuals around them – even solitary animals, like mountain lions. There usually is a male mountain lion with a large territory who visits a few females inhabiting the territory. The females all know each other. The adjacent males know who their neighbors are.

Has the internet widened our understanding of the animal world?

I'd say so. Almost everyone nowadays has a video camera on them all the time, and animal behaviors get recorded that we haven't seen before. The other day, someone sent me a video where someone was backing up their car and a puppy went behind it. Another dog came streaking out at high speed, snatching the puppy away.

Thanks to the ubiquity of these videos, we're seeing evidence that the envelope of what animals can do is much bigger than we thought. That leads me to wonder: why, despite increasing evidence, do some people deny that animals have emotions or feel pain?

Adapted from: <https://www.nytimes.com/2019/10/21/science/carl-safina-animal-cognition.html>

7) Read the excerpts from the interview and write **G** for Gerund and **P** for Present participle. If it is a Gerund, along with your teacher, write its function (subject, direct object, appositive, object of preposition, subjective complement)

- It's the sensation of experiencing the input.
- Iain Douglas-Hamilton and George Schaller began publishing.
- for the purpose of describing their behavior.
- who visits a few females inhabiting the territory.
- widened our understanding of the animal world?
- someone was backing up their car.
- Another dog came streaking out at high speed.
- you don't want to believe you're causing suffering.

8) Turn the sentence which are Present Participle into negative, when possible.

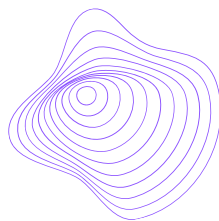
Can we do that to Gerund? Why not?

after class

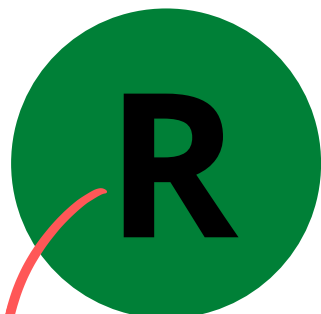


THESE SENTENCES MUST
BE IN YOUR FLASCHARD
APP!

English sounds



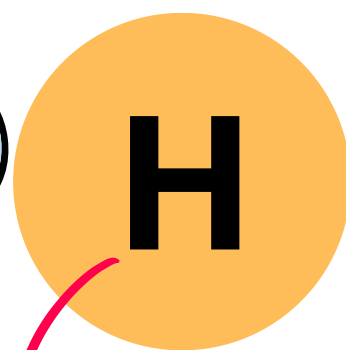
An easy way to understand the sounds of the letters in English is knowing how your lips, tongue and teeth play their role! Let's check.



In English we use the tongue twisted to pronounce the R. It never occurs like in *rampa* or *carro*, for example. People who live in the south of Minas or São Paulo countryside, they say R different from people who lives in SP capital. The firsts twist their tongue strongly (R caipira) while the lasts don't, and that's how we also pronounce it in English!



Open the QR code and practice with your teacher



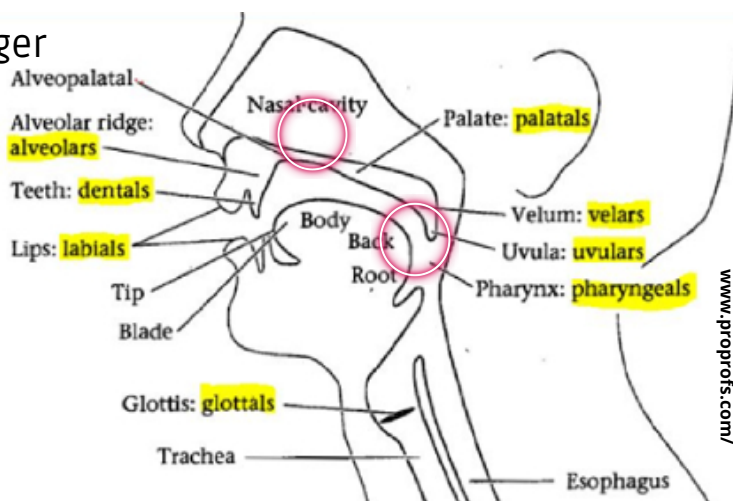
In Brazilian Portuguese the H sound is muted, like in *hora*, on the other hand in English it has the same sound as in the R in *rua*. So, we say horse, ham, handsome with the *rua* R sound. Keep in mind though, there are exceptions, like in *hour*.



PRACTICE TIME

9) Circle what you hear:

- That is a strange habit / rabbit
- My hope / rope is for the best
- Her rear/ hear mirror is broken
- The hat / rat is inside the house
- This head / red part must be bigger



English connected to the world

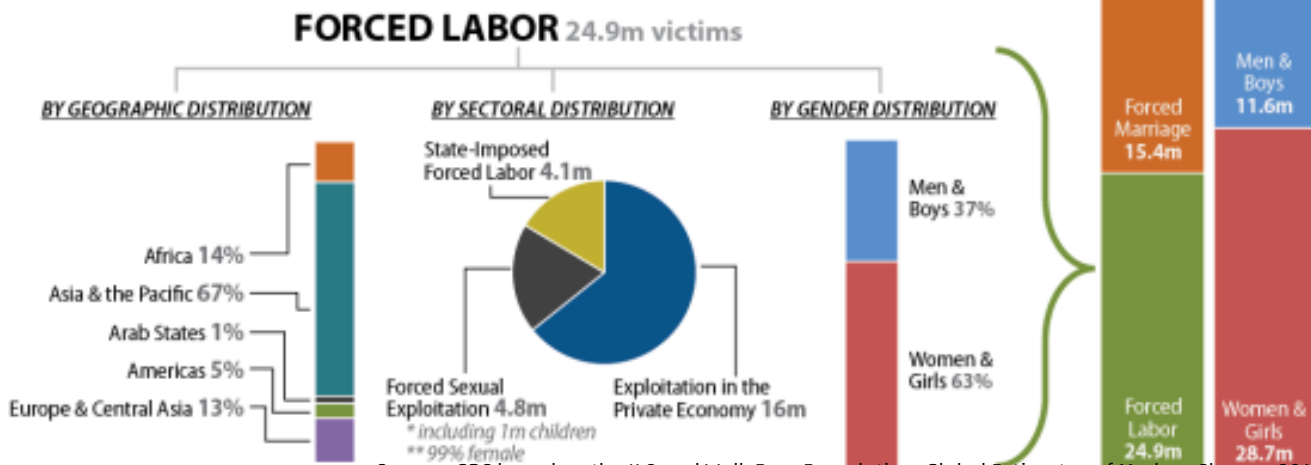
10) Analyze the graphics information below and answer:

- How can we define Modern slavery?
- Point out some of the reasons why women are the majority in exploitation.
- Explain the Debt Bondage.
- What is there in rural areas to use forced labor?
- Which type of exploitation is closer to you and your community?

Industries in which **forced labor** are most prevalent:

1 DOMESTIC WORK 2 CONSTRUCTION 3 MANUFACTURING 4 AGRICULTURE & FISHING

MODERN SLAVERY
40.3m victims



Source: CRS based on the ILO and Walk Free Foundation, Global Estimates of Modern Slavery, 2017.

Forced labour: people forced to work under threats of physical or psychological violence or geographical isolation;

Exhaustive working hours: workdays that go well beyond overtime and endanger workers' physical wellness;

Degrading conditions: unhealthy accommodation, no access to PPE, decent food and drinking water at work places;

Debt bondage: workers tied to their jobs because of illegal debts related to transportation, food, accommodation and other expenses.



<https://reporterbrasil.org.br/wp-content/uploads/2021/01/Monitor-8-Slave-labor-in-Brazils-meat-industry.pdf>

Amidst the 1,937 workers rescued in 2021, 89% (1,727) were in rural work.

Photo: Sergio Carvalho/MTE

After the analysis, create alone or in groups a slogan calling people the attention to this global issue.

English around the world

Watch a two- minute excerpt from the video 'Indian factory Workers supplying major brands allege exploitation' by BBC .



11) Answer the questions. Take note if necessary, before you share with your teacher.

- 1- What are the exploited women obliged to do to keep their job?
- 2- How much money do these workers make?
- 3- Which verbal tense was dominant in the video?

12) Watch the video again. The words in bold were changed as a synonym for the original words in the video. Do they match? If yes, write yes and if don't write no. Take note if necessary while you are watching the video.

1. Investigation found evidence that workers were being **capitalized on**
2. BBC also had **alleges** of poor workers conditions
3. A million miles from the **bridge**
4. **vastly** enough to feed their families
5. often **amidst** the night
6. I can't **yet** feed my children at night.'

after class

THESE WORDS MUST
BE IN YOUR
FLASCHARD APP!

- **exploited:** abused
- **to claim:** to affirm
- **catwalk:** runway
- **barely:** hardly
- **amidst:** among, between, in the middle of

HUMANS AND NON HUMANS EXPLOITED

Whose fault is it then?

Read the text and get ready for a debate in class.

Reading



Identifying parallels of “othering” becomes beneficial to understanding not only animal mistreatment but also the exploitations of humans by other humans and the driving forces behind racism, sexism, and classism. Common to each of these is the “same basic essence... same basic relationship: that between oppressor and oppressed” (Spiegel 1996, 28). Highlighting these similarities allows us to better understand motivations behind atrocious deaths that affect all beings, human or not. This discourse is crucial in a world in which wars are waged on difference. Paying attention to the human and nonhuman animal divide allows us to better understand how difference is used in society and the power it holds to justify abhorrent behavior not only between species but between humans, each dependent on this relationship between the oppressor and oppressed.

Despite the many parallels, the comparison between slavery/genocide and nonhuman animal treatment has been met with major criticisms. This is on the basis that the comparison trivializes the suffering of humans through comparing their treatment to a species which is considered to be of lower value than humans. Sztybel challenges this by arguing that is the “objector’s trivializing of the interests of animals, and of their ongoing violation” that enables one to disregard the comparison (2006, 125). To minimize the suffering of the subordinated is to belittle their pain and depict it as an absurd thing to question. To then build a comparison between the trivial animals and humans is depicted as an abhorrent comparison. He goes on to argue that declaring that the animal rights movement is a ‘bizarre exaggeration’ (Francis and Norman, 1978: 527 in Sztybel, 2006: 124) further minimizes the experiences of the animals and their mistreatment. This minimization allows the oppressors the opportunity to reduce compassion for the abused beings by depicting their suffering as trivial and therefore alien to human suffering. The only way that human suffering can appear trivial in comparison to animal suffering is based on the premise that animal suffering is trivial in the first place.

Reading

Discrimination toward animals based on a difference of categorical species has been termed as “speciesism,” much like racism draws on differences based on race (Peggs 2012, 37). Common to both speciesism and racism is an underlying categorization of “us” and “them,” which sets in motion the ideological difference used to drive a division between groups. DeMello discusses the “borders” that are created in these processes of othering, that are based on “tenuous structure[s]... with arbitrary characteristics”; designed to create divisions between groups (2012, 259). These structures are not stringent but rather constructed of “fuzzy line[s]” that are constantly shifting and dependent on many contextual factors (260). This challenges the notion that hierarchical systems between humans and nonhuman animals are fixed and draws attention to the reasoning behind the divisions in the first place. Doing so welcomes a post-humanist position that allows us to unpack difference that is used as a tool for discrimination against all beings.

Adapted from : <https://www.animalsandsociety.org/research/sloth/sloth-volume-5-no-1-winter-2019/the-other-in-the-context-of-human-slavery-genocide-and-current-nonhuman-animal-industrial-systems/>



13) After the Pre-Class reading, read together with your peers and answer the questions below:

- Why discussing human and non human exploitation can be a sensitive topic, according to the text?
- What is the foundation of the two groups exploited?
- Explain the parallel the author does between both exploitations?

14)Pick and side and in group of three brainstorm with your peers justifications for Compare or Not Compare the situation of human and non-human species. You must be convincent. At least 3 reasons.



Writing a Discussion Text

15) Now, with the same group you must create a Discussion text about what has been discussed in 6A and B. After that you must read your text to the class/teacher.

A discussion text	
Introduction	<ul style="list-style-type: none"> • Say what are you discussing • Make a general comment
Arguments for and against	<ul style="list-style-type: none"> • Positive point + information + example • But ... + negative point + information + example • Positive point + information + example • However ... / On the other hand ... + negative point + information + example • Etc.
Conclusion	<ul style="list-style-type: none"> • State the issue again • Sum up • Give your view

TEACHER'S GUIDE

Dear teacher,

These units were thought to be an extension of real life situations brought to class. In the social field, the subjects selected are an actual important discussion to our community and since they reach some aspects that affect economy and people's commodity, it is primordial that we keep ourselves held into the factual information present there and beyond it through the suggestions of reading material. This way we keep a sensitive content to talk about in the rational field without letting emotion or fake news taking control!

Our students often complain about not speaking confidently, this way the main focus here is to let them talk! Offering friendly early and late feedback, remembering the grammar structures they have learnt until now and taking them out from the stagnation that many face when they have reached the intermediate level.

This manual explains each activity and also offers more sources of information to you.

I hope you enjoy it as much as I did creating it!

Teacher Jussara.

FIRST THINGS FIRST!

-The teacher must communicate only in English with the student while performing these units;

-The feedback mainly to Speaking is suggested to be done Early, through Recasts, Rephrasing and focused primarily on meaning. If the student makes a grammar mistake about something that he has already seen previously at this point you may give him an option for correction. Example:

'I'm have lunch at noon', you say 'I'm have lunch at noon?' or 'I'm having lunch at noon?'

UNIT 1: ETHICS

Important! On the right edge of each page it says: 'Before Class' or 'In class', meaning where the student should do that activity proposed must be done. The purpose of the 'Before Class' is to give one more chance to the student to see vocabulary and prepare himself for class in a less stressful environment.

Speak Yourself

In this activity the student must record himself answering the two answers before he reads the text. He may record them in his own cell phone then bring it to the class, if possible, or send it to the teacher's email or teaching platform. In class, if more than one student, select some to give a general feedback where the whole class can listen. The goal here is to understand the message sent and give freedom for the student to speak up freely, do not overcorrect the student grammatically. Pick two comments at most to make regarded to possible grammar and vocabulary mistakes.

Explain that they must read the text at home at least twice and come to class prepared to discuss it with his peers. Suggest them to highlight challenging expressions or any other doubts they may bring to you in class.

In exercise 3 they must find the definition of the words. Suggest them to do it, go back to the text to check if it makes sense and if it doesn't then they may check it in a dictionary suggested at the bottom of the page. They'll be explained about the flashcards previously so they know what they should do. Encourage the students to use the phrases from the text in this flashcard deck.

Answers

From the top to the bottom in column left: F- A- E- C- D- B

FLASHCARDS

The flashcards apps must be suggested by the teacher in class. The more modern, the better! Select at least two options for Android and IOS. Emphasize the importance of the SPS (spaced repetition system) for retaining Vocabulary and why they are using it. If it is new for you, check



Fonte: <https://colleinfo geek.com/spaced-repetition-memory-technique/>. Some students may say they.

prefer to write down sentences and read them randomly, however it's not useful. Insist on this system until they understand its importance.

On the bottom of the page, there is a dictionary suggestion to check any doubts about the vocabulary or pronunciation. I suggest this dictionary because it is English-English so there are many different examples in sentences, synonyms and British and American accents.

Language Oral Usage

Before you start the discussion, ask them out if there is any possible doubt or questions. *The goal here is:* oral communication based on the text, usage of the vocabulary range from the text and also flashcards words.

The Before class is essential to make the student confident and prepared for this discussion. Encourage them to use the expressions from 'Useful expressions to express Opinion'. This discussion must be led by you, giving grammar feedback or making sure their message is clear to the others. The feedback here must be early. Also uses Rephrasing and Clarification, to elucidate when the oral production is not clear or contains grammar mistakes. Do not overuse it though, the student can be frustrated.'

You yourself must include sentences or questions that use the words from exercise 3, this way they'll will use the vocabulary one more time

Grammar Drop

The exercise number 5 will invite the student to think for himself about the grammar aspect approached. Let them read and solve all of it. You must correct together with the student (s) when he is done and solve any possible doubts.

Answers:

5 - b

6 - People in general7- A

8 - a-One shouldn't use mobile phones while driving.

b- One's ethical behavior is more important than any social status.

c- One never knows, does one?

9- Give some time to the student (s). Suggestion: you can write the quote on the board and invite them to think about other words connected to it.

Listening to the real

Before listening to the podcast, you must listen to the student's opinion in the section 'Discussion'. In this discussion, do not interact much, just let him (them) talk. Don't take more than five minutes here. After it, ask (him) them to read what the exercises 11 and 12 want. See if they have any questions before you play the audio. Play it three times at most, if necessary.

In exercise 13, ask them to create two interesting questions for you or their peers, let them choose their partner, if possible.

Transcript of "What is Ethics?" Audio script:

"This is Nicole Vece and Natalia Taylor reporting from Quinnipiac University on the topic of Ethics. Chris Lavigne, professor of Law of Ethics at Quinnipiac University told us of her thoughts on the topic.

What does the term Ethics mean to you? It means...It has to do with standards of good practice...based on your own personal and...professional values.

How do you teach Ethics if it is such a subjective topic? Through discussion and introducing cases that present ethical dilemmas and having a good go-around about certain values: personal, professional values, come to play it, considering those kinds of hypotheticals.

She finds that because of the rising technology, privacy is becoming a highly ethical issue.

I think the case is in the privacy area, it's there where it's ethics that is more involved. And the law, the law tends to be pretty permissive, but specially with technological development, the privacy issues are really great.

Nick Fisherman, junior at Quinnipiac University thinks students don't always abide by the law of ethics that the university expects of them.

As a student at Quinnipiac University, I'm very aware that the University holds us to high standards at ethics but as young adults here, I have to say that the majority of us here don't always uphold those standards. This could be due to... I mean, anywhere from imaturity to easy access to the internet. With having this access it just gives us more reason to get things done in a quick manner, since we usually feel a lot of pressure, as opposed to taking a more honest route through accomplishing our work.

No matter what age or profession, people will face situations that challenge their ethics.

Did you ever come across like...an ethical dilemma of your own? You had to make a personal decision?

Everyday! Even as a teacher, to be a journalist, to be faced with a number of puzzling questions as to 'what's appropriate?' And you tend to think back again to your personal values, and the profession you're part of....those things. It isn't easy.

Yeah, it isn't an easy question to answer.

I don't think so..."

For more at the issue of ethics visit www.ethics.org

Answers:

- 11- - Correct: first, third and fifth statements.
 12-- a,amidst, discussion
 b,To support
 c,way

Language Written Usage

You must write on the board the words: workplace, violence, education, exploitation, human rights, animal abuse to incite the student (s) to create the list. They must write at list 4 items per column.

Expressing yourself

Talking about exploitation of non-rational beings can be a sensitive topic. Conduct it based always on science and factual points. If a student uses personal perspectives try not to create a debate over it but let him wonder with a question mark in his(their) head, offering factual sentences and questioning. The padlet part gives the lightness the topic needs. Encourage them to be creative!

Writing a persuasive text

This is an individual activity and it is optional to be in class or as homework. Read along with them the instructions and what makes a text persuasive. Encourage them to use connectors and expressions that make their text more elegant and give the tone of seriousness, they may use dictionaries and other searching tools for that case. A persuasive text demands ideas to convince the reader, so tell them to write down in which topics they will focus their thesis, using the 'Which is your thesis' space.

UNIT 2: Non- humans animals: is violence towards themjustifiable? Human exploitation : labour and slavery

Getting Ready

This is a warm up exercise. Let him (them) do it and after you check the answers together. Clarify any doubts and point out the articles on the bottom of the page and encourage them to read it.

Answer:

1. T- F- F- T- T- T

Pre- Reading- Speaking yourself

Again, the teacher must be a moderator, giving grammar feedback and asking for clarification if necessary. Do it nicely, the point here is to puzzle them over the subject to learn more about it, and also let them share their thoughts in English. If any great misinformation shows up, open the links together with them to check the facts.

Reading

This is a reading in group activity, adapt it to your class. Select some to read the texts and also solve any doubts that may show up.

Between the lines of the text

As long as the answers are based on the text as asked in the activity, let the student write freely. Correct them as you wish, along with them or individually.

Grammar Drop

All of this part must be done interactively with your student and the teacher must conduct it the whole time since it can be challenging for them. Now they are learning something new, thus writing down as many examples as necessary beyond the book, until they understand. In 4, read along with the student and in 5 the teacher must conduct the students to find the answers discussing it, writing examples on the board. Invite them to analyze the sentences, reading again if necessary. Ask them where the verbs are and which verbal tenses they see in each phrase. The ‘Why can they be confusing?’ has the purpose to clarify those differences through analyzes one more time.

In 4, the purpose is not to dig into the Gerund and Present perfect, it is to make them try first to recognize and understand it is something they have already seen but haven’t paid attention to grammatically. The ‘4 ways to use Present Participles’ and ‘-ING in a nutshell’ will help them to make the connections. Sinalyze to the student both of them.

In 6, you will dig into the Gerund and Present Participle world. After they finish the exercise, you have to write down the sentences and start asking them questions like: *What class of word is it? What verbal tense do you see here? Is it a verbal tense you know? Do you remember about objects in Portuguese?* Anything that will make connections, clearer up and help them to fully understand how to identify Gerund and Present Perfect.

Answers 6:

- Gerund;
- Gerund;
- Present participle, Gerund, Present participle;
- Present participle.
-

Answers 7:

Further practice of grammar: answers:

- It's the sensation of experiencing the input. Gerund (after preposition)
- Iain Douglas-Hamilton and George Schaller began publishing. Gerund (object of began)
- for the purpose of describing their behavior. Gerund (after preposition)
- who visits a few females inhabiting the territory. Present Participle
- widened our understanding of the animal world? Gerund
- someone was backing up their car. Present Participle (Past Continuous)
- Another dog came streaking out at high speed. Gerund (object of came)
- you don't want to believe you're causing suffering. Present Participle (present continuous) and Gerund(object of causing)

Answers 8:

Who visits a few females that do not inhabit the territory;

Someone was not backing up the car;

You don't want to believe you're not causing suffering

English sounds

Before starting reading the text, pronounce some words with H and R sound in English and in Portuguese. Ask them to use their hand to feel and point out where the sound is coming from: lips, throat, teeth, etc. Show them using yourself at the end where these sounds are produced.

After it, read the explanation and the blue QR code spot and practice together. This must be shown to the whole class, avoiding personal cell phones, if possible.

At the end, finish it up with exercise 9. The teacher must read the five sentences naturally, repeating it twice only. Do not over interpret the sound, be natural. Show the student that we can pronounce different sounds without struggling if we understand what parts of the face and head are needed.

Suggestion: in class or as a homework, select some readings or activities from the website <https://fonologia.org/>. There you will find interactive exercises and more academic instruction.

English connected to the world

First, have them reading the graphics and texts alone in silence. Clarify any possible doubts and questions. This discussion analyzes information presented, however it must bring the student to think globally and also locally about forced work and modern slavery. The verbal tense focused in here is Simple Present, give the necessary feedback if needed.

The slogan must be created in groups and the point to emphasize here is the ability to create short sentences loaded with strong meaning. Be careful to not overcorrect their work, give them freedom.

Some words that you may teach/remind them: *percentage, percent, per, point, thousand, million, hundred.*

English around the world

This is a Youtube video documentary. Ask the student if they had seen any documentary about work exploitation before and what was that, just as a warm-up. Subtitles must not be used. Before they watch it, tell them to read what the exercises ask. They will watch the video twice, first for exercise 11 and the second for 12. The 12 can be a little more challenging so you may play twice or pause if necessary. The interaction here will happen when the student is done, meaning that he must understand what the exercise wants, watch the video and when he finishes the questions, he shares with the teacher and solves his doubts.

Documentary audio Script:

Now, the Uk supermarkets Tesco and Saisbury and Marx said they are reviewing working practices at one of their Indian suppliers after a BBC investigation found evidence that workers were being exploited. Women at the factory which makes home textiles for the brand said that they were forced to work excessive hours and weren't even allowed toilet. BBC also had claims

of poor worker conditions from staff at an Indian supplier to Ralph Lauren. The American brand has said it will investigate while South Asian correspondent Rajini Vaidyanathan has this report.

In the world of fashion they are the forgotten: the women who make our clothes. A million miles from the catwalk they often live in dire poverty with their monthly salaries, barely enough to feed their families but these women produce garments for some of the world's biggest brands.

(Ralph Lauren ad)

Ralph Lauren's clothes don't come cheap but women we spoke to say they are paying a far higher price. Workers at one south of the Indian factory which supplies the label earn as little as three dollars a day making clothes which sell for hundreds. They say they're forced to work punishing hours to finish orders and even end up sleeping on the factory floor.

"We are made to work continuously, often through the night, sleeping at 3 am then waking up by 5 for another full day of work. Our bosses don't care, they only bother about production."

They ask us to work so late, I can't even feed my children at night. They shouldn't treat us like slaves, they should give us respect.

In a statement Ralph Lauren said it was deeply concerned by the allegations and will investigate. (sign reading)

The factory concerned has denied all allegations.

Reading

This is a Pre-Class reading. Previously, tell the student(s) he must read at least twice and circle any words or expressions he has not got while reading it. They always have a comment to make, so ask them in class how they liked the text and if they have any doubts about the vocabulary.

In exercise 13, we have a discussion based on the text and in 14 the student is free to express his opinion and perspective over the subject.

Again, this is a sensitive topic to some, so conduct the discussion in a science-based and formal way to avoid emotional reactions.

To sum it up the reading we have the exercise 15 Writing a discussion text, where the student will settle down everything he has seen, listened and read. Use the table to explain the structure of a discussion text and encourage them to use different connectors to link the ideas of the text. In the end, the student/group must read his text to the teacher. Let the student read and take note of possible grammar mistakes and meaning misunderstandings. Ask him questions about the text and give the feedback at the end.

RATIONALE

“Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.” Stephen Krashen

Everything in **Teaching meaningful and realistic English Communication** was thought to be interactive, useful, actively independent and content realistic. This is a Communicative Language Teaching (CLT) work. In a general perspective, at this phase of the student’s language comprehension, a book must encourage communication, enhance the vocabulary range and offer much reading. ‘*Comprehension Hypothesis, obtaining comprehensible input*’ (Krashen, 1994) The amount of complaints about the non ability to produce output (speaking) is great among students, thus the point here is to narrow up the distance between the level of the student based on course frame stages and his real ability of thinking and speaking confidently in English. As stated by Krashen (2004): “*Our goal in foreign language pedagogy is to bring students to the point where they are autonomous acquirers, prepared to continue to improve on their own.*” To reach this point, the Teacher’s manual guides the teacher to take the student out from passive possible behavior he might have had in previous courses or classes, to an active one, explaining the purpose of the activities throughout the units, based on the Second Language Acquisition literature.

Starting from the social purpose of the theme, Ethics is the foundation of human interaction with their similars and nature surrounding them. The more meaningful content is closer to the student's reality, the better. Stoller (2002) argues that ‘*students need exposure to input from various content sources, representing diverse perspectives; exposure to diverse perspectives provides for positive tension. Positive tension is the tension that comes from different perspectives on the same theme. It results from the thoughtful consideration of multiple perspectives, different but complementary views, and opposing viewpoints.*’ The subject chosen spreads to a variety of branches that affect one’s life, giving the student knowledge about something that will have a real usage in social or academic circumstances, for instance. “*If there is no purpose, then there is no communication.*” (Van Patten)

Reflecting upon Vocabulary, where ‘*There is clearly a relationship between repetition and vocabulary learning,*’ (Elley, 1989; Laufer & Rozovski-Roitblat, 2011; Pellicer-Sanchez & Schmitt, 2010; Stahl & Fairbanks, 1986) the Flashcards have space in this work. Employed by Sebastian Leitner (1972), Neuroscience shows that spaced out learning is an efficient method to retain information in the long term memory. Throughout the units students are encouraged to use them. The teacher, as a facilitator, is invited to encourage his students to use it.

Reading and Listening

Both of these receptive skills embrace a variety of different genres and speaking styles in **Teaching meaningful and realistic English Communication**: documentary, academic speech, informal speech, journalistic speech and writing. Swales (1990, 58) defined genre as “*a class of communicative events, the members of which share some set of communicative purposes.*” The two biggest texts in the reading section (*What is ethics and Humans and non-humans exploited*) were conceived based on the cognitive and emotional angle of the student. Both are suggested as Pre-class, focused on the fact that a less stressful environment will offer a higher chance of absorbing the content proposed, increasing the student's confidence to speak in L2 when it comes the time in class. According to Stephen Krasher (1982):

The best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are ‘ready’, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production (KRASHER, 1982, p. 7).

Offering this first moment alone with the input proposed in a different scenario, even being an Intensive Reading (IR) the subjective message sent to the peer is that he is having a chance to prepare himself for the most stressful part of learning a second language: speaking. It is a friendly task.

Not to mention, the curiosity and independence of searching for possible new vocabulary or expressions will help boost the natural constancy needed to settle L2 lexical. That moment alone also applies to the Retrieval practice, inviting the student to use its previous L2 knowledge. ‘*By trying to recall information, we exercise or strengthen our memory, and we can also identify gaps in our learning.*’ (K. ARGAWAL, Pooja; et al- **How to use Retrieval Practice to improve learning**. Washington University, 2020)

Hence, the extensive reading (ER) is suggested to be done at home while in the sequential parts of the reading activities the intensive reading (IR) will appear as a tool to help the students in the classroom activities proposed. They will culminate in input for oral production skill.

In *Reading-Between the lines* the focus is oral comprehension itself, highlighting the abilities of IR to find meaningful information. However, again, connecting the comprehension of the excerpts with the student ability of critical thinking.

When it comes to Listening, the aim here is to expose the student to different accents, formal and informal speech and relevant subjects connected to the theme. In *Listening to the Real and English around the world* there is academic speech during an interview and, respectively, journalistic speech in a documentary. In the documentary it is seen the English accent among L2 Indian speakers.

Focused on an understandable input with a new vocabulary to increase the student's range, the Listening part also offers access to two different platforms, Youtube and SoundCloud instigating the student to come across possible content that he may be interested in.

Speaking and Writing

“Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.” (Krashen and Terrel, 1995)

“Communication is the expression, interpretation, and sometimes negotiation of meaning in a given context. What is more, communication is also more purposeful.” (Van Patten)

Teaching meaningful and realistic English Communication culminates in the oral production. After offering throughout the whole book meaningful and understandable input (Krashen, 1995) the Writing wraps it up while the Speaking appears along the units repeatedly. At this phase, these two productive skills were designed based on different text genres: persuasive and discussion in *Writing a persuasive text* and *Writing a discussion text*. Previous to both of the mentioned activities there are boosting exercises, with the purpose to give content through group discussion and brainstorming (*Expressing yourself* and *Reading- Human and non humans exploited*) towards to stimulate the writing, this way the student feels quite confident to start them off.

The genre here was thought explicit based on a set of characteristics listed, giving clear instruction about each of both structures chosen for Writing. ‘*Some explicit instruction in the school genres may be useful* (Milla,2011) also stated ‘*EFL students need explicit instruction in genre patterns, features, and variations if they are to succeed academically and professionally* (Hyland 2003). Nonetheless, the goal here is to focus on the creativity of the student and content more than in structure, the frame is secondary. Showing the students who they would possibly be writing to, inviting them to reflect upon linguistic adequacy. Naturalizing to the student the writing process across a great amount of realistic and discussed content at this point. Richards (2002) talks about how content must not be behind models or essay form.

It does not matter what you write about as long as it conforms to an accepted rhetorical model. Why is that wrong? Because it misses the point about using Writing as a unique tool for language learning. It returns to an early view of writing as one (and the least important) of the four language skills to be used to test that other skills have been mastered. It neglects the real value of writing: that is a valuable tool for learning not only about subject matter, whatever the choice, but also about language. Writing is for discovery of learning, not just demonstration of learning (RAIMES, 2002, p. 309).

If asked to the majority who have searched for an English course what is their main goal, they will answer ‘speaking’ right away. Furthermore, it is not just a personal goal, language it is itself about communication from many angles. Weirdly we have seen procedures set before the most important part in the language acquisition process: the learner. When will they be allowed to speak freely? Why while in class waiting for the moment imposed by the teacher to emit their opinion and thoughts? Why are countless expensive books, miracle formulas advertised if there is no genuine communication? Deliberating over all this frustration added to the fear of communication, the Pre-reading *Speak yourself* invites the students to share the knowledge he has got so far about different subjects. He is invited to process his thoughts in English, train his emotions and then listen to his own performance.

Students may need guidance on specific aspects of the language, such as pronunciation features, either at segmental or suprasegmental level, or they may need support in relation to affective factors, such as anxiety, nervousness or embarrassment about speaking in another language. (BURNS, 2012, p 168).

How do we teach speaking? As seen in L1 acquisition, kids simply acquire it naturally when in contact with it. However, that is not a L2 home, for instance, where the learner is in an intense and friendly contact with the language. Some procedures must be followed by the teacher to achieve the purpose of oral communication successfully. At this point of the student’s life this book believes in Feedback, Rephrasing, Checking Comprehension, Asking for clarification (Goh & Burns, 2012:53) to master it. There is no relevance to cutting off the student every time he makes a Grammar mistake in speech, though strategies like Recasting and Early feedback (Lyster, Saito and Sato, 2013)

Provide corrective feedback, but in a way that is suited for what you want to achieve: a recast may be better for teaching a new vocabulary item (declarative knowledge), but a prompt may be better for previously learned grammar (proceduralization), and corrective feedback may be of little use for grammar that was not thoroughly covered previously (DEKEYSER, 2017, p 27.).

Pervading the two units, the Speaking is a constant presence which is divided into free speaking (*Speaking Yourself*), the aim here is recalling previous knowledge and offer freedom to let students talk here, and guided speaking (*Language Oral Usage* and Discussion exercises). Both will receive the teacher's scaffolding though. As Burns (2012) declares *Speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task, giving learners time for planning what to say and how to say it.*

From the input offered to the process of creation of what the students want to orally express, it is expected that the teacher facilitates this process added to the observation on use of the new vocabulary. In the Teacher's manual there are some instructions to engage the student to the given strategies naturally.

Pronunciation

As stated previously, the book intends to keep it simple to offer meaningful content and accurate strategies to help the student step up into the English language the most naturally possible. How am I supposed to speak English reproducing its sounds if I do not get how to produce those sounds? Thinking about this, this part is also focused on helping the students to understand how the sounds in English are pronounced physically (*English sounds*). If the student struggles to understand the sound, there is no point in keeping insisting on tiring repetition every time he fails. It is a certain frustration. Also, using his L1 as a link, may be a plus to make him see how he has conditions to produce that sound.

You must hear English. But just hearing it is not enough. You must listen to it and you must listen to it not for the meaning but for the sound of it. Obviously, when you are listening to a radio program you will be trying to understand it, trying to get the meaning from it, but you must (also) try also for at least a short part of the time (to try) to forget about what the words mean and to listen to them simply as sounds (Cristófar-Silva, 2005, p. 3).

Different from beginner students, at this point, intermediate levels tend to recognize the difference between the H and R sounds easily. However, it is even possible to sometimes hear the

R from Brazilian (usually *rótico*) sound to show up. It is decided then to use the sound of these two letters since they have opposite sounds in the two languages, often causing mispronunciation.

First, the student sees in a Phonetical website (qr code) the sound being made: where the tongue is positioned, which organs it takes to produce that sound. Students who have not got the sound feel more confident to give it a try without hesitating. To wrap it up, a dictation exercise is offered as practice, and it is also suggested an interactive website to explore in a laid-back manner. Finally, the point here is to make Pronunciation feasible for all of them. In the Teacher's guide it is offered content about the Phonetical academic instruction for the teacher and learners through book suggestions and website.

Grammar

“If the students do not have instruction on grammar points, they will not develop appropriate accuracy” (Ellis 1997)

Firstly, before the conscious acknowledgement of the language structures (Learning Process, Krashen 1998), comes the contact with the language as main responsible for the acquiring process: one listens/reads, comprehends, reproduces it. Isn't that enough?, the learner thinks. Thus, when the L2 learner thinks such a thing about Grammar, usually he believes about a set of rules and his frustration to think how he is not able to reproduce them perfectly or neither memorize it. This student does not relate those given structures to real communication and understanding. That is why there is so much frustration and boredom when it comes to Grammar learning and not wrong to say it, teaching too. This fixation about reproducing rules takes from them the most beautiful and important part of absorbing the language which is the interaction with the L2 language and the other (speaker). Learners try hard memorization whereas the real usage in and outside the classroom is lost out. Saying to the peers that the process is not impenetrable or methodical, making clear to them the acquisition of Grammar happens in different ways besides formal exercises drills may tranquilize them. One thought that should helpif brought to class to help the students out about this misconception is that Grammar is *‘the*

language system, the set of structures of a language, or 'a mental representation of the system, internalized by each individual that speaks the language.' (Carneiro, Azevedo 2017)

When the Grammar teaching is contextualized and blended to the input, it will be absorbed the most naturally possible. As stated by Carneiro and Azevedo (2017), *'we should approach or study the 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.'* As an ESL context is presented here, these two units being used in an English course scenario, it is necessary to give the teacher a safe foundation to start from, where Grammar will abide by some Grammar contextualized instruction through texts and also Inductively since it is an advanced ESL context.

It is based on the principle that language is context-sensitive, that is, the intended meaning of a word or phrase is very difficult to determine without a context. In this approach, learners need to be exposed to the context by using texts in order to understand the grammar learned (Thornbury, 1999, p. 3).

This book believes to reach this point successfully, the teacher has to be a facilitator of grammar usage and understanding. The inductive approach above together with a well trained teacher, who will use the Grammar to polish the students' clearness while they produce meaningful and clear output, will smooth out the process of grasping grammar structures. Techniques in class such as an accurate early feedback inferred while they are producing orally together with the analyses of contextualized sentences do a lot to the Grammar absorbing. In this present work, the activities have them reading, listening and speaking prior to seeing the direct knowledge of Grammar explanations in the *Grammar Drop* section. In the two *Grammar Drop* sections, excerpts from the texts read previously were explored, having the students rereading and analyzing for themselves the patterns, meaning and their usage later. By using real discourse the activity facilitates learning, prompting learners to notice the context that the structure was used (Carneiro, Azevedo 2017). They were designed to be accurate and assertive, giving them independence and awareness of the content utilization. Bonding the students along with content, grammar, teacher and peers.

REFERENCES

- BENITEZ-CORREA, Carmen;et al. **A Comparison between Deductive and Inductive Approaches for Teaching EFL Grammar to High School Students.** International Journal of Instruction, 2019.
- BURNS, Anne. **A holistic approach to teaching speaking in the language classroom.** 2012.
- DE GODOY, M.B Sandra. **English pronunciation for brazilians- The sound of American English.** Disal Editora. 2006. Disponível em: <https://carla.umn.edu/cobaltdt/modules/strategies/pmi.html>
- DE KEYSER, Robert. Knowledge and Skill in ISLA, chapter 2. **The routledge Handbook of ISLA.** 2017.
- DIAS, Reinildes; et al. **Aprender a aprender- Formação para a autonomia.** Editora UFMG, 2015.
- HOSSEIN, Nassaji; FOTOS, Sandra, chapter 6. **Teaching language in Second language classrooms- Integrating Form-focused Instruction in Communicative Context.** 2010.
- KRASHEN, Stephen. **Principles and Practices in Second Language Acquisition.** University of Southern California, 1982.
- KOLAT, Hande. **Deductive vs. inductive approach on English grammar teaching for elementary students.** 2009 Documento eletrônico. Disponível em: <https://dergipark.org.tr/tr/download/article-file/746136> .
- Menezes de Oliveira e Paiva, Vera Lúcia. **Resenha de ‘ Pronúncia do Inglês’.** Revista Virtual Estudos da Linguagem, 2006.
- MYLES, Florence. Theoretical Approaches, chapter 3. **The Cambridge Handbook of SLA.** 2013.
- NATION, Paul. **How much input do you need to learn the most frequent 9,000 words?** Victoria University of Wellington. 2014. Documento eletrônico. Disponível em: <https://files.eric.ed.gov/fulltext/EJ1044345.pdf> .
- NUNAN, David. **Reading.** 2015.
- _____. Listening in Language Learning, chapter 21. IN: RICHARDS, C. Jack; RENANDYA, A. Willy **Methodology in language teaching.** 2002.
- OLIVEIRA, A. M Ana Larissa; BRAGA, C.F Junia. **Inspiring Insights from an English Teaching Scene.** Belo Horizonte. 2017.