

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-graduação em Estudos Linguísticos - POSLIN

ELIXIR: ENGLISH FOR 50+

An experience in material development for middle-aged and senior learners

Belo Horizonte

2020

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ELIXIR: ENGLISH FOR 50+

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Versão Final

Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Língua Inglesa.

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Belo Horizonte

2020



ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

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Título do trabalho: Elixir: English for D+ - An experience in material development for middle-aged and senior learners

Às 8.40 horas do dia 07 de fevereiro de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) 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:

Prof(a). Raquel Rossini indicou a aprovação do(a) candidato(a);

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

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

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, 07 de fevereiro de 2020.

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Resumo

Poucos são os livros didáticos de ensino de inglês dedicados aos educandos de meia idade, o que implica na utilização de materiais feitos para públicos mais jovens. Contudo, este grupo alvo de 50+ tem necessidades específicas no ensino e aprendizagem de língua inglesa. Este projeto argumenta a importância de educandos acima de meia idade serem reconhecidos como uma parte valiosa da sociedade. Como aprendizes de segunda língua, eles têm necessidades diferentes em se tratando de gêneros da linguagem. Muitos começam a fazer aulas de língua estrangeira por motivos muito diversos dos apresentados por adultos mais jovens: frequentemente não apresentam interesses em mercado de trabalho, ou em escrever redações acadêmicas; estão em busca de maneiras de manter o cérebro afiado. Dessa forma, os temas precisam ser interessantes e o andamento do livro precisa ser leve. Este projeto é uma tentativa de trazer à tona o debate sobre os materiais disponíveis no mercado e mudanças necessárias em práticas de sala de aula para atender a esse grupo específico de aprendizes.

Palavras-chave: Ensino de inglês; Material Didático; Sênior

Abstract

Few (if any) are the books in the market directed towards middle-aged and senior ESL learners. Teachers often find themselves having to use materials targeting adults in general. However, this target group carries specificities when it comes to choosing topics and perspectives. This project argues on the importance of middle-aged and senior citizens being recognized as a valuable section of society. As learners of L2, they have different genre-related needs from the ones presented in the adults' textbooks. Many middle-aged+ citizens start taking up language classes for reasons that are quite different from the ones by younger adults. They often have no interest in finding a new job, or learning how to write an academic essay. On the contrary, they are often looking for a way to keep their minds sharp. Therefore, themes have to be entertaining and the flow of the textbook should be light. This project is an attempt at lighting up the debate on current material and much needed changes in practices which do not cater for this target audience' needs.

Keywords: Material Development; Senior learners; English as a Second Language

LISTA DE FIGURAS

Figure 1 Survey Answers - Age	14
Figure 2 Survey Answers - Teacher / School Turnover	14
Figure 3 Survey - Student Preferences 1	15
Figure 4 Survey - Student Preferences 2	16

Sumário

1 INTRODUCTION	7
2 COMMUNICATIVE LANGUAGE TEACHING	11
3 BUILDING DATA	13
3.1 Action Research	13
3.2 Methodology	13
3.3 Findings	14
4 AWARENESS & CHALLENGES	17
5 CHAPTER ONE	19
5.1 Reading Section	19
5.2 Listening Section	25
5.3 Speaking Section	29
5.4 Writing Section	30
6 CHAPTER TWO	34
6.1 Reading Section	34

6.2 Speaking Section	36
6.3 Writing Section	38
6.4 Listening Section	41
REFERENCES	45
ANEXO A – TEXTBOOK	47
ANEXO B – TEACHER’S GUIDE	146

1. Introduction

According to IBGE (2018), the Brazilian population is aging at full speed, with clear indications of the country becoming an “aged” nation – that is, having a proportionally larger population of over 60-year-olds than that of youngsters (with ages between 0 and 14).

The most recent population growth projections have shown a steady increase in the senior citizens population. These projections show that in the year 2034 the elderly will surpass the young, with 43,3 million people over 60 in contrast to 42,3 million people under 14. For the purpose of comparison, in 2010, there were about 20,9 million senior citizens in Brazil, while the population aged below 14 was of 48,1 million.

The data points to the need of new insights on market research for textbooks and student’s needs. These numbers, when associated to the current trend in bilingual education which has been spreading through primary and secondary schools in Brazil could mean that the target audience of language schools, which currently focus on young learners and young adults, will soon have to change to the age group which is bound to represent half the country’s population in the near future.

In a brief 2018 article on the influence of age in ESL, DeKeyser argues that although plenty of research has been done on the matter of age in second language learning, most of it is directed towards children, and very little – if any – discusses the role of aging in the classroom. Though carrying a focus on immigrant groups, DeKeyser makes valuable points on the scarcity of research that might fruitfully inform classroom practices and guide teachers towards facilitating the learning process of senior citizens.

While reflecting on the aging of the Brazilian population within the coming years, Rocha et. al (2018) consider the many repercussions this shift in population profile might bring about in society – be it biological, cultural, social, among others. According to PNAD (2018), the current number of Brazilians with ages above 60 is of about 24 million. Even though this group hasn’t reached half the population yet, it is still a considerable presence in our society. However, as proposed by the scholars, current society does very little not to exclude and marginalize senior citizens, constantly undervaluing them as unproductive, or even inactive, members of society. Thus, Rocha

et al cite Pinto & Neri (2013) when proposing the need for strengthening attention towards this age group once,

“[...]in order for them to be active members of society, the development of physical, cognitive social and organizational – complex or advanced – activities allows senior citizens to be considered active, productive and socially involved members of society.” pp.162.

Not much can be done by the ESL community when it comes to adapting to senior citizens' biological or even processing needs within these new shifts in society. However, learning a second language has long been seen as not only an enjoyable, but also as a convenient way of practicing and enhancing cognitive skills. That, associated with the apparent growth in financial access of a portion of the Brazilian population within the last decades and the increased access to means of transport which have facilitated trips overseas, have led to a larger demand on ESL lessons for students over 50 or even 60 years of age.

Working as a private ESL teacher has allowed me to experience a significant growth in the number of students within that age group, as well as a sharp drop in the number of young learners – whose skills are now being closely followed by bilingual programs at regular schools. Be it for entertainment, to keep their brains sharp, or to gain self-confidence and autonomy when traveling abroad, adults over 50 have been looking more and more for the service of private language teachers, and English seems to be the top 1 priority on their list.

Although the growth in demand is visible, a trip to the local teachers' bookshop, as well as further research online, promptly indicate that there is very little material being confectioned for this age group. Generally speaking, teachers tend to adopt any generic book for young adults and adapt it as far as possible to the needs of older adults – here seen as those above 50.

Part of being a teacher, as proposed by Kumaravadivelu (2001, 2003) is performing reflective practice. During lessons, we are not only responsible for aiding students through the learning process, scaffolding when necessary and serving as facilitators. A good teacher is required to analyze and understand the students' learning needs and comprehension tendencies.

Having taught students over 50 for several years, I have gathered enough data through reflective teaching to realize the current adult material does not cater for this age group's needs. However rational it may seem for publishers to not distinguish between young adults and senior adults, the learning differences in speed, style, type of activity, preferences and motivations are visible to any teacher who cares enough to pay attention to their students' needs and preferences.

This difference has been repeatedly cited in literature as first proposed by Lenneberg (1976) as the "critical period". It is important to highlight, however, that as stated in DeKeyser (2018), the term has been commonly misused as an indication of the inability of older learners to internalize knowledge of second language through study, when it, in fact, means to say that "[...] what declines with age is not simply the capacity to learn (a large part of) a language, but the capacity to acquire it implicitly, the way young children do in their native or second language." (2018, pp.2).

He goes on to say that "*the main distinction between the way children and adults, then, is not about how much, and certainly not about how quickly they learn, but about how*". (2018, pp.2). For DeKeyser, there is clear evidence that, for instance, "while adolescents and adults draw more on language-analytic aptitude and working memory for learning, children draw more on phonological short-term memory and aptitude for implicit learning." (2018, pp.2).

The scholar does not, however, present any data on possible learning differences for older adults. Having considered these differences in learning, is it not possible, then, that learners over 50 have yet a third form of learning? One which does not rely heavily on phonological features – such as children do – and one that does not rely heavily on language-analytical aptitudes?

Extensive research has shown that ageing brings about losses in cognitive function. Though not seen as valid scholarly experiments, teachers' experiences within the classroom indicate, for instance, that students above 50 tend to have a harder time – harder than young adults – remembering new vocabulary from one week to the next. Other learning differences point to the pace of lessons, usually preferred to be slower, the level of interest in the topics proposed by textbooks for adults in general, the interest in learning detailed grammar and the disheartening feeling of incompetence when they fail to perform tasks in second language.

It is from these academic discussions and from these classroom experiences that the idea for building material directed towards this age group was conceived. It is noteworthy that the lack of academically valid research on the matter makes this venture significantly more difficult. Having no clear academic guidelines on age and learning in the classroom through the material development process means a large portion of the choices made are based on intuition and classroom perception, as well as frequent testing along the past semester. On the other hand, this experiment sheds light on the clear need for further research to be carried out on this topic, in order for teachers, and teacher trainers, to be able to build senior citizen-focused practices in the classrooms.

Thus, from this point onwards, it is important to highlight that the production of this Textbook aims to suit the parameters proposed by Kumaravadivelu (2001, p.538), of particularity, practicality and possibility. By particularity, the material aims at working with topics which are culturally sensitive to the students' demands. By practicality, this project aims at going as far as possible towards providing students with activities that not only supply their skills development and cognitive development needs, but also suits their interests. Finally, by possibility, the development of this prototype recognizes the limitations found within the literature, or lack there of, as well as those of the material developer in having the skills to build a perfectly suitable material for the target audience.

Needless to say, there is a need for research to be carried out with this age group from an emic perspective in order to answer questions such as what their specific learning needs and interests are, or what be an ideal pace – generally speaking – for lessons would be, or even *which* topics they would like to discuss and which types of genre could actually be useful for this group from a Communicative Language Teaching perspective and from task-based approaches (Nuna, 1989). After all, it seems quite useless to ask senior citizens to write an academic essay if they might not ever feel the need, or even encounter an opportunity, to perform such a task in second language, having already gone through college experiences years before.

2. Communicative Language Teaching

As argued in the previous section, this project aims at developing a textbook prototype which can serve as either a model or, at least, the beginning of a larger discussion which encompasses middle-aged and senior students' needs within ESL lessons. Thus, it is of paramount importance to identify the principles which have guided the choices made for each of the proposed activities and exercises in the prototype textbook.

Let us start with the umbrella term which, as proposed by Jeremy Harmer (2007, p.70), is used “to describe learning sequences which aim to improve the students’ ability to communicate”; The Communicative Language Teaching Approach - CLT. The scholar proposes this definition when contrasting it to “teaching which is aimed more at learning bits of language just because they exist – without focusing on their use in communication” (2007, p.70).

Following Harmer’s footsteps and aided by several other scholars who have elaborated on the CLT approach, Lana Loumbordi (2017) further clarifies that CLT “[...] emphasizes the importance of communicative competence and developed as a result of changes both in societies and the world (commerce, travelling and the European Union)” (2017, p.531).

Therefore, CLT threads a perfectly clear pathway towards developing classroom activities which are more focused on notions and functions instead of structure and on “[...] the importance of social contexts, the negotiation of meaning and the opportunity to interact with others” (2017, p.531). Loumbourdi goes on to explain that communicative competence goes beyond being able to form sentences in a language. It is far more related, the scholar argues, with social and cultural contexts as well as the efforts put into negotiating meaning.

This project has attempted to focus on topics and activities which provide students with opportunities to become part of a larger debate. The first chapter, “Sell it, don’t tell it” for instance, focuses on a commonly featured topic in textbooks due to its genre – advertisement. However, the theme is approached through a different lens: it fosters Critical Thinking (Janks, 2013) through the analysis of advertisements from the 1950ies and 1960ies and thorough reflection on the genre with its developments and adaptations

through time and in the present. The structure of the activities proposed follows a thread of interconnected knowledge which leads students through this reflection, thus giving them the opportunity to reflect and to build upon their previous knowledge while reflecting on social and cultural contexts through time.

3. Building Data

Due to the lack of scientific and academic productions about middle-aged and senior students of ESL, a short Action Research (Griffie, 2012) was carried out with a small group of students in order to better inform the choices and procedures selected for this textbook project.

3.1 Action research

Although the survey and the interviews were carried out only with a small group of students (20), and thus carry no Academic validity to inform other projects, because they were carried out with the target group of this project and within the context where the textbook prototype would be applied, it still carries validity for the purpose of informing this project and this project only.

The proposed question for this short study was: “What are the preferences of middle-aged and senior ESL students regarding material and classroom practices and how can these preferences inform the production of suitable material?”

In order to reach answers within such a short time, the following methodology was proposed:

3.1.1 Methodology

In order to perform quantitative data collection, a simple semi-structured form was developed on Google Forms with both multiple-choice and open questions. All questions regarded learner preferences of study, material, lesson pace and teacher practices.

For further input, the form with the questions can be found on [this link](#).

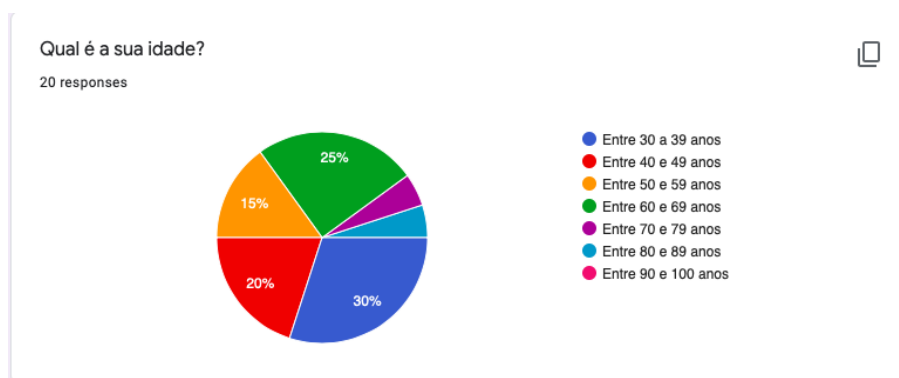
Questions were organized so as to inform this project on students’ primary study preferences and habits. Below, the reader will find the graphs which highlight findings generated by the collected responses.

For the purpose of informing the quantitative data with qualitative input, Semi-structured anthropological in-depth interviews (Fontana & Fray, 2000; Roulston, 2003) were carried out with four of the students surveyed in order to provide opportunities for further input and detailed explanations of the choices made in the

survey as well as opportunities for learners to further express their feelings towards being an ESL middle-aged or senior student. Confidentiality was assured to learners in order to build rapport which would allow them to share their thoughts more comfortably about their learning practices. Therefore, the in-depth interviews are only present in this document as general data to inform choices. Learners have not had their names revealed and no referenced quotes were produced in the text.

3.1.2 Findings

Regarding age, about 70% of my current students are older than 40, as can be seen in the pie chart below.



Of the total amount of respondents, 65% have stopped studying English as a second language and, later, returned more than once. 25% have done so over 5 times.



Those who have interrupted and resumed their studies have provided several reasons for doing so. 65% have opted for changing professors or schools. 35% indicate some sort of dissatisfaction with the methodology, the material used for study or teacher didactics. This could mean that the material and class dynamics used in the lessons did not fit the needs of this target group. Of the 20 respondents, half have pointed out their

preference for individual lessons, while another 7 are said to prefer group lessons of up to 10 students. 50% of the learners said their biggest problem with learning English is remembering vocabulary and performing oral production in the classroom. Learning and remembering grammatical features is also a popular problem, featuring 45% of responses. These are aspects which should be taken into account when choosing the chain of tasks to be carried out in a unit.

When it comes to current tendencies of inductive grammar in textbooks, this project points to a different demand for the target age group.

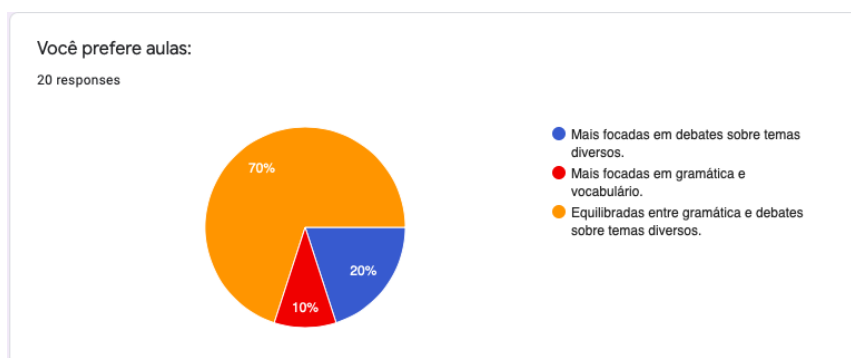


Over 70% of all respondents have said they prefer textbooks which feature exercises that carry grammar explanations and, in sequence, opportunities of practicing the grammatical feature. This points to a counter-tendency in the age group of preferring non-inductive grammar in textbooks. In this survey, only 15% have chosen exercises which lead them to find out the grammatical features by themselves, followed by practice exercises. 75% have also said they prefer the teacher to explain the grammar in detail before carrying out practice exercises, meaning they do not feel comfortable being left to fend for themselves in classroom settings. With these findings, one may speculate that the cognitive difference between these learners and young learners or even young adult learners might have an intense effect on how students process the information provided in the grammar exercises. Another possibility, suggested by one of the respondents during an in-depth semi-structured interview which followed the answering of the survey for the project, is related to the fact that the learning processes this age group is used to was developed quite differently from the current processes of learning for youngsters and adults. That is to say that learning rules and memorizing them was a largely accepted practice back when today's middle-aged and senior students were at

school. Therefore, it might be the case that inductive grammar does not cater for their needs once they have not learned how to deal with these kinds of exercises when going through schooling.

Regarding vocabulary practice, 40% of respondents have mentioned they prefer to write the meanings of words on the textbook page, while another 40% have mentioned they prefer to maintain a separate glossary notebook they can slowly built throughout the lessons. Writing down words and their meaning has proven to be a fruitful approach to memorizing vocabulary, as students often mention they feel they “have seen this word before” right before going through the glossary notebook to look for the meaning.

Another highlight of this survey is the learners’ preference for lessons which have a good balance between structure and debates on various issues (70%), as can be seen in the pie chart below.



For the purposes of this project, this means activities should have a balance in sequence between structure and semi-structured or free debate. This has been a constant concern throughout the development of the two prototype units. All of the findings highlighted in this section were taken into account when selecting themes and building the activities for this Textbook Project.

4. Awareness & challenges

When discussing tailoring communicative competence to senior citizens, Trinh Ngoc Thanh (2012) suggest that one of the many problems encountered is the practice of overaccommodation when of adjusting communication practices in SCESL classes. The authors turn to Garrett (2010) when differentiating senior citizens with low working memory from those with high working memory. While the first group may benefit from overaccommodations such as frequent repetitions and re-explaining of tasks, the ones with high working memory find the class to become more taxing. Thus, it is noteworthy that although this paper tries, as far as possible, to come up with practical solutions for groups of middle-aged or older adults, there will still be – as in any other profiled class – individual learning style differences and preferences.

Notwithstanding, a common ground that has been found in most studies of SCESL, is the fact that the teacher facilitator has to act as a compensator for declining cognitive functions. Another factor which, according to Trinh Ngoc Thanh (2012) plays a role in facilitating the learning process for senior citizens is creating an affective stance which makes students feel comfortable throughout the learning process and within the learning environment. This aspect is closely associated with “playing down cognitive attention, as suggested by Pinazo & Sanchez (as cited in Duran, 2010), where teachers are required to adapt their communication codes to the cognitive abilities of students.

As communities become more and more global through technological developments, which have shortened distances and facilitated global communication (Augé, 1995; Bauman, 2001), belonging to local communities in large globalized cities might as well mean belonging to global communities. Therefore, knowing only the local language which might have been seen as sufficient for belonging in the past, is no longer enough, once larger portions of local cultural input in Brazil – media, internet, the movie industry etc –are now primarily presented in English.

Long is the discussion about power relations, identity and second language learning, and many are the scholars who have elaborated on the subject - (West, 1992) (Bourdieu, 1977), Weedon (1997), (Cummings, 1996). Although I would like to develop further the notions of identity and power, for the purpose of this paper, only a brief discussion is suitable. Therefore, we must follow Bonny Norton (2012) and West (1992) when they propose that “Identity references Desire – desire for recognition, the desire

for affiliation and the desire for security and safety.”(Norton, 2012, pp.47). These desires, Norton continues while referring to West, are closely related to the gatekeeping of material resources in society. Having resources means having access. And having access directly influences a subject’s perspective of his/her relationship to the world and his/her future. Thus, teachers can very well be seen as gatekeepers of symbolic material and access to social and cultural capital - borrowing these concepts from Bourdieu (1977). By using material inappropriate for students’ needs, teachers are performing a disservice to this social group. Therefore, market catering for this age group’s needs can also be seen as symptom of uneven power relations within a society that undervalues the relevance of middle-aged or older citizens as active members in the community.

5. Chapter One

The first chapter of this project was organized so as to carry the same theme – although some variation is present – throughout the four sections: reading, listening, speaking and writing. The theme starts with a different approach to the genre of advertisement, by looking at pieces from what is known as the Golden Age of Advertising, the 1950ies and 1960ies. The section that follows is still slightly linked to the theme of the reading section. The Listening Section, thus, starts with the same genre and moves on towards focusing on the golden age of air travel, which was set in the same decades as the ads analyzed in the first section.

The next section, Speaking, moves on from consumer issues with a focus on air travel towards consumer issues nowadays, through a discussion on Pink Tax, which allows room for plenty of Critical Literacy reflection opportunities. The Writing Section continues with the topic of consumers and now focuses on the genre Review, by guiding students towards learning how to write an online product review. In the following sections of this rationale, the reader will find a detailed description of reasoning and theory behind each of the activities chosen for this Textbook project.

5.1 Reading Section

Following the theme of the warm up section, the Reading Section invites students to reminisce on the Golden Age of Advertisement while reflecting on changes through time.

5.1.1 Lead In

This section starts with *Activity A*, which brings about familiar brands, thus activating prior schemata regarding the subject (Ngadiman, 1994) and, at the same time, lowering anxiety by making students feel more comfortable once they see that they might master the subject, as they probably know some or even all of these brands – commonly seen in supermarkets, television and other media ads, and products.

5.1.2 Warm Up

The Lead-in culminates in the Warm-up section, which takes one step further in building upon previous knowledge and activating schemata, by moving from logos to slogans. Here, in the Lead-in section, the student already gets a preview of larger discussions to come, through the reflective *question D*, which asks students to consider if these slogans portray specific lifestyles.

After giving students room for a broader discussion, and elaborating on what kind of lifestyles they might be trying to sell, the Reading section starts with a pre-reading activity, still quite connected to the slogans.

5.1.3 Pre-Reading

The first questions from the pre-reading are directly connected to the question presented in the warm-up section, in order to give the students a sense of continuity throughout the lesson.

On *Activity E*, students have their first lesson contact with the bulk of the unit's theme: Advertisements. On the activity's stem, one might notice a different color on the word *Advertisement*. The color was placed intentionally of some key words and useful vocabulary throughout the units. These words are compiled at the end of each unit in the shape of an exercise aimed at fostering cognitive gain through repetition and memorization. The exercise will be further explained when our rationale journey reaches the end of the first unit.

Activity E, therefore, represents the reading-focused activity in the unit. It is noteworthy that, by following the ideas proposed by theorists of CLT, no activity is simply a reading, or a writing activity. In this textbook prototype students are stimulated to work with all four skills – reading, writing, speaking and listening – on every single one of the activities. Thus, although the main focus of the activity is on reading, there are sections which require students to write, speak, or listen to audios or even their classmates, in order to come as close as possible to real-life interactions.

The stem of *Activity E* already brings about a pre-reading question that allows students to have their first contact with the written piece, without spending too much time or effort on reading. On this first phase, we are focusing on reading for gist, or a Top-Down approach (Ahmed & Han, 2017) (Grabe & Stoller, 2011). Also known as a “higher-level” process, the top-down approach to reading for gist works with students’

abilities to infer meaning from the text by making use of schema and prior knowledge. Although considered by some as being more complex than bottom-up processing (Grabe & Stoller, 2011), this top-down process of reading stimulates students' development of cognitive abilities to assign meaning to various genres by quickly identifying their characteristics. This fostering of cognitive abilities seems to gain importance when dealing with middle-aged and senior students who, as previously argued, seem to go through a "silent period" of memory and cognitive losses. Thus, the ESL lessons should fulfill its social purpose of aiding students in their daily struggles to exercise the brain.

5.1.4 While-Reading

The Genre advertisement has been chosen as the stem topic of this unit due to its constant presence in our daily lives, as well as due to the many possibilities it offers in the classroom. Firstly, this genre offers us the possibility of clearly noticing reading as a form of interaction. Through the co-operative principle, a message is written in a code and that very same code has to be mastered by the reader, in order for interaction to happen and to minimize communicative noise. Through advertisement, this process becomes clear, and students have the chance of working through cracking codes in a safe environment – the classroom.

In order to foster students' abilities in "cracking these codes", the sequence from *Activity F* through *Activity K* focuses on a step-by-step Approach to reading comprehension.

Activity F proposes image analysis before reading the text in detail. Images are a common feature of today's communication, especially due to technological developments. Here, students have the chance to notice that this image trend has started many years ago and, although in the 1950ies and 60ies technology was not as developed as it is today, advertisers still found a way to put ideas forward through a mixture of written and image texts, giving rise to today's multimodal texts its early start.

Following the sequence, *Activity G* focuses on reading comprehension of written text. At this point, even if the text is, as suggested by Vygotsky a "level plus one" is difficulty, students have been thoroughly prepared through the scaffolding of previous activities – stimulating schemata, background knowledge, reflection and image analysis. In this section, students practice using an interactive approach to reading, by

stimulating the development of both bottom-up and top-down reading processes (Ahmed & Han, 2017).

Although the unit uses authentic advertisement pieces from the 1950ies and 1960ies, for the purpose of this prototype, the transcripts of the texts were rewritten on the page. Ideally, students would read the written text in the pieces themselves. However, due to image quality and blow-up image space issues, that was not possible for the prototype.

5.1.5 While-Reading - Vocabulary

The written text also carries vocabulary and expressions in different colors. The orange words are part of the unit's vocabulary composed of words which are important for comprehending contexts or which are not so frequent in the students' daily interactions and, therefore, considered easy to forget. From feedback acquired through interviews and questionnaires answered by students, it is noteworthy that one of the middle-aged and senior students' major concerns regards forgetting previously studied vocabulary. That is why repetition and a vocabulary section at the end of a unit are of paramount importance. Highlighting the vocabulary with a different color also gives students the opportunity to notice the words in the texts and activities easily, therefore being able to make notes on the textbook pages, if they like – an option preferred by 40% of students surveyed for the purpose of informing this very project when asked on how they deal with vocabulary in class. The expressions in blue are fragments used in another exercise which will follow shortly.

Although there might be many words students don't fully master in the pieces, in order to mimic real-life situations, only a few are highlighted and will be placed on the textbook's official vocabulary. Students should be encouraged to use both top-down and bottom-up processes to identify the meaning of words and, when that is not possible, teachers should be ready to scaffold meaning through examples or dictionary definitions and explanations after the vocabulary *Activity H*.

There are two reasons why only a few words were selected for *Activity H*. Firstly, we must take into account the fact that these are words which, if misunderstood, can hinder comprehension. Secondly, although there might be many unknown words in the texts, flooding students' minds with the pressure to memorize too many words can raise anxiety levels and, thus, disturb the learning process.

Having worked with vocabulary and now being able to fully understand nuances in the text, students are guided towards noticing the structure of the advertisement pieces on *Activity I*. When noticing genre, it is very important that students are provided with a model. This activity not only provides students with a model, but it also carries a focus on the structure of the advertisement pieces. This focus allows students to identify patterns, thus developing not only cognitive skills, but also setting the ground for critical literacy practices to be carried out in exercises further on in this very activity. Questions 1, 2 and 3 are an attempt at building awareness towards genre, text type and critical reflection on purposes and formats.

5.1.6 Post-Reading - Writing

After the reflections proposed in this activity, *Activity J* brings back genre awareness and cultural knowledge building, by using Text Type structure of the Genre to promote awareness on Taglines (Impact Sentences, commonly used in press advertisement). The matching exercise can be considered of lower order thinking, as the elements can be further checked on the advertisement pieces on the previous pages. However, it is important to start this practice with lower-order thinking so that, in sequence, students have been scaffolded towards the reflections proposed on the higher-order follow up questions 1 and 2, which bring about a mix of genre and meaning reflection as well as genre and structure.

Activity K, although for young adults it might seem repetitive, was purposefully placed in the unit once revision is suitable for the target audience of this project. The idea is that students can be reminded of what they had previously learned without having to simply re-read exercises that had already been completed in previous lessons. This lowers the chances of students feeling frustrated about having to go back to previous content by literally going back a few pages just to read what they had learnt at the beginning of every lesson. Therefore, activity K revises the Text Type structure of the Genre presented by presenting a new piece of advertisement which students hadn't seen before and asking them to fill in the boxes with the elements in each advertisement piece from previous lessons. This activity also aims at providing students with a sense of achievement from being able to identify the structure and complete the exercise without much effort of teacher aid.

It is noteworthy that the new Ad presented in this exercise will be used further on in the unit. The idea is to not only add to coherence but also to aid on lowering anxiety levels by showing them an element which has already been seen, although not further analyzed.

5.1.7 Post-Reading - Speaking

After having finished the work on Genre and Text Type proposed in the previous exercises, it is now time to reflect on Genre and text type by answering the questions proposed in *Activity L*. This activity, which presents students with higher-order thinking skills development opportunities, is closely linked to the next exercises, *Activity M*. This exercise builds upon the discussions from *Activity L* in order to foster critical thinking on advertisement and today's consumer market. As students are able to choose on the Ads (1,2 or 3), they can be organized into groups according to the ad they have chosen.

This gives students the chance to discuss the changes they would suggest to the ads and come to a conclusion together, as a group. As suggested by Jeremy Harmer (2007, p87), this speaking activity provides students with the opportunity to rehearse real-life discussions while also providing the teacher with feedback on student development and challenges and being engaging. This speaking activity is a culmination of the skills developed throughout the reading section, and it provides students with a chance to develop oral skills within the reading section. This balances the unit out, by providing students with skills development and practice for reading (Activities E and G), speaking (Activities A, B, F, G, I, L, and M) writing (Activities I, K, and M) and listening (while debating changes with the classmates on Activity M or other oral skills activities).

As *Activity M* focuses on making a pitch, the textbook provides students with a quick note on “what is a pitch”, and a QR code which can be opened on the students' mobile phones or on the teachers' computer or tablet. The code brings a link to a YouTube video with an example pitch from the critically acclaimed TV Series MadMen, which is set in the 1950ies and 1960ies and focuses on the advertisement industry.

The video not only allows students to get a glimpse of what a pitch should look like, but it also provides them with an extra connection to the cultural world of entertainment in English, thus further stimulating students to look for access to English language outside classroom settings, which greatly helps students to improve oral skills.

5.2 Listening Section

The Listening Section works as a direct link from the previous sections' theme towards more current issues which can serve as a basis for critical thinking reflections.

5.2.1 Warm-up (Pre-Listening)

This warm up section for listening skills practice starts with the model of a piece of advertisement which had been previously presented shortly, for the purpose of identifying the elements present in the text type pieces within the genre. Now, however, students are able to actually read the text in this piece, and work critically towards reflecting upon the message transmitted by the ad while personalizing the debate to local contexts and the students' practical realities.

As one of the most common motivations for students' within this target audience to learn English is travel, this Listening section is closely related to the students' practical realities. In addition, while the previous section (Reading) focused on Ads, the warm up brings about a smooth transition from the topic of the reading (advertisements) to the topic of the listening (travel), while also keeping a closely knit thread of topical knowledge, by maintaining the 1950ies and 1960ies' focus throughout the section.

The Warm-up in *Activity A* works as a pre-listening activity, as it activates schemata related to travel and the time frame proposed in the video. Following the guidelines suggested by David Nunan (2002, pp.239), the Listening Section is divided into Pre-listening (Activity B), Listening (Activities C and D) and Post-Listening (Activities E, F and H). The reason why it is divided into 3 sections is the focus on oral skills development, rather than on assessment. The scholar suggests this approach into phases as it provides students with the opportunity to listening skills through adopting multiple listening strategies which encompass both Bottom-Up and Top-down approaches to listening. That is to say the student is required to listen to each section a couple times, preferably with different instructions on what to listen for on each activity.

5.2.2 While-Listening

Thus, the section starts with the debate proposed in the warm up which, as mentioned above, is supposed to help students activate background knowledge on the

topics in order to scaffold comprehension. *Activity B*, then, provides students with their first contact with the video, while listening for gist. The video “What Was it Like During the Golden Age of Air Travel” was selected from a YouTube Channel which dwells on interesting, yet surprising, facts about history.

Activity C, in sequence, requires students to work with both Bottom-up and Top-down listening skills in order to gather the correct answers from multiple choice exercises divided into thematic sections. Students should be able to watch the video section as many times as necessary for them to identify the message – again, it is noteworthy that this is not an assessment task. Assessments in class wouldn’t be suitable for the target audience, once there is a constant need for lowering anxiety and making students feel comfortable, thus being able to make mistakes without being penalized in a safe classroom environment.

It is also noteworthy that the pattern of highlighting new vocabulary in orange still continues throughout this section. This allows students to keep track of the new vocabulary if they wish to further study the words after class.

Although *Activity D* continues the same video for listening purposes, the task is now presented in a different format. Students no longer work with lower-order multiple-choice questions, but move towards open-ended higher-order questions which require further reflection. This is only possible now that students have had plenty of contact with the video, the schemata and the vocabulary needed. From these questions, students move on towards expanding the discussion in pairs.

5.2.3 Post-Listening

Activity E provides students with yet another opportunity to develop oral skills by explaining the reasons for their choices. This connects directly to the following task, proposed in *Activity F*. In this task, students work with higher-order thinking and personalization while reflecting on their own realities to fill in the chart with product or service they feel fits the description. This is also an opportunity to promote critical thinking within the classroom and expand the debate with the classmates. The material produced in *Activity F* is put on hold on *Activity G*, and picked back up after the grammar section is finished, on *Activity H*, which promotes further debate.

The reason for this intermission on the topic is the fact that the grammar section, which is closely related to the listening and reading sections in topic and grammar

structure, serves as a reminder for students to polish their grammar, which had been used intuitively up to this point. Here, students have the opportunity to notice the correct use and to polish the speech they will produce in the debate proposed in *Activity H*.

5.2.4 Post-Listening - Grammar

At this point, students have already had plenty of contact with the 1950ies and 1960ies topic, having been able to practice the usage of the grammatical forms Simple past intuitively, as they are expected to know these grammar points at this level. Regardless, the intuitive use throughout the reading section will now be supported with plenty of modeling in the Listening section, culminating, finally, on the grammar exercise Activity G, which works with the proposed grammar point for the unit.

The grammar topic chosen for this unit is a review on the Simple past with a twist. From Personal Theorizing within classroom practices (Nunan, 2001), I have noticed that this target audience has a hard time distinguishing the use of simple past sentences from other past tenses due to one simple detail which is commonly seen in grammar explanations: The presence or absence of time expressions. Often have I seen students not being able to identify sentences in the Simple Past simply because they do not carry a time expression representing specific time in the past. Therefore, this unit focuses on extensive usage of simple past intuitively, in order to guide students towards the inductive grammar proposed in *Activity G*. The exercise starts with the analysis of some sentences taken from the listening activity transcripts. Step by step (tasks 1, 2 and 3) students are guided towards identifying the Verb Tenses as Simple Past. At the end of this thread, there is a “quick Tip”. Although the idea of the project was, initially, to provide students with inductive grammar, a quick survey of my current middle-aged and senior students reveals the preference for grammar explanations rather than only inductive grammar activities in the textbooks. The Quick Tip serves this purpose: it explains to students that Simple Past sentences can also come without an expression identifying a specific time if they are part of a larger context.

Following the Quick Tip, the section features a larger gapped-text exercise for students to fill in the blanks with the verbs in the correct tense. The text is authentic, having been taken from the transcripts of an unused timeframe of the same video used for the Listening Section. This way, the section remains cohesive and students are presented with further information on that same topic, as a continuation of the story.

Once again, the first read proposed in task 4 from Activity G is meant for students to read for gist. Inly in task 5 will they be asked to complete the text with the correct verb tenses. The sequencing of activities is meant to facilitate comprehension in order to allow for practice.

5.2.5 Section Closing

Activity H, as previously mentioned, is the final development of the Listening section on the form of Oral Skills Output. At this point, learners have already dealt with plenty of input regarding grammar structure, vocabulary oral skills modeling and task preparation (*Activity F*). Thus, in this task students have the opportunity to build from semi-controlled to free output, while debating the notes made on *Activity F*.

In the listening section, as well as in the Reading section before it, and the following sections, the readers may identify certain topics which are not commonly seen in Textbooks: Cigarettes, Alcohol consumption, gender gap. The target audience for this project allows for debates on topics which go beyond the standard classroom practices commonly proposed for teenagers and young adults. This comes from the fact that teaching middle-aged and senior students does not come with concerns of personality influence (which is often the case for children and teenage students). At this age, learners have already fully developed their personalities and are fully responsible for their own actions. Therefore, they not only can handle, but are also interested in topics which are unsuitable for younger audiences.

5.3 Speaking Section

This speaking section is built on the input of an article taken from The Washington Post and a video from a consumer affairs YouTube Channel which debate the topic of Pink Tax. Besides being quite the curious story, they also provide students with yet another opportunity to reflect upon their reality and to further build Critical Literacy skills.

5.3.1 Warm-up - Pre-Speaking

The pre-speaking section (*Activity A*) features the first section of the article. Here, students work further on their reading skills by trying to identify the main message of the article through the title, first paragraph and featured images. The three questions

proposed in *Activity A*, as well as the task proposed in *Activity B* make a quick thread from text comprehension to student personalization and localization.

As this is meant to be a quick pre-speaking practice, the reading of remaining sections of the article can either be used in the classroom or be set for homework, as the link is available on the page. Setting the task for homework allows students to develop their off-classroom skills in English, which is paramount for further learning.

Activity C sheds light on the same topic while approaching it from a different platform – YouTube. Once again, the sequencing of activities follows the propositions of Nunan (2001), with a pre-listening task for students to focus on gist, followed by a listening task with open questions, for students to focus on scanning for specific information. As the main purpose of the activities is not to assess, but rather to generate opportunities to build output, the questions are open-ended and supposed to be answered in pairs or groups. For the purposes of this target audience, students should be allowed to listen as many times as they deem necessary for them to be able to understand the message portrayed in the section of the video.

5.3.2 While-Speaking

Activity E aims at building further output practice opportunity for students. The task focuses on carrying out a survey within the classroom and, in sequence, and with teacher scaffolding, build a graph which shows the proportions of respondents' experiences with the pink tax in the country. Students should, thus, be advised to note down the responses of their classmates in order to build the graph. With the percentages at hand, students will get a brighter glimpse of the impacts of the Pink Tax in their local areas. This task allows for both localization and critical thinking, and it will culminate on the following task, which focuses on speaking.

Activity F presents students with real statistics taken from a survey carried out by the Consumer Affairs Office of New York City. Again, this activity follows the comprehension cycle which starts with reading for gist and, then, reading for scanning specific information. Therefore, after spending some time analyzing the data presented, the task encourages students to develop public speaking skills by attempting to produce an organized speech through following the proposed questions as guidance. The activity leaves room for expansion at the teachers' will.

5.4 Writing Section

As is generally agreed when it comes to research in ESL writing, there are three main aspects to be considered when devising writing activities for the classroom: (1) writing is both a process and a product; (2) second language writing entails different needs and purposes from those of first language writing, and (3) writing is a practice-oriented field. (Atkinson, 2017, pp.2566). In order to suit the needs and interests of middle-aged and senior learners, the approach chosen as a tool for this writing section is the Genre Approach. Following the footsteps of Michael Halliday (Atkinson, 2017), this textbook has been produced basing on the notion that textual conventions lie in socially constructed and agreed upon codes of communication. One of these codes, one that is commonly used nowadays and might feature in these students' current practical needs is the genre "online product review". I suggest the genre as "online product review" rather than a regular product review because the space of the Internet allows for certain text type characteristics which are not commonly seen in product reviews found elsewhere (magazines or videos, for instance).

As was the case for the development of Reading, Listening and Speaking sections, this Writing section is composed of a Pre-writing, followed by a While-writing and a Post-writing activity. This steps approach tends to make the practice more organized, while guiding students through the writing process.

5.4.1 Pre-Writing

Activity A starts with a couple of questions which aim at activating background knowledge and Schemata – Cultural, Abstract and Content Schema – (Erten & Razi, 2009). This schemata activation is supposed to facilitate reading comprehension and, therefore, stimulate the ultimate writing output goal of the unit.

In sequence, Activity B focuses on building situational knowledge. It provides students with an example page from the shopping website Amazon.com, where students are stimulated to identify the various elements present in this multimodal textual page. The task invites students to identify and label the different elements, thus making it easier for them to relate to the page – a situational reality in post-modern times – and

consequently lowering anxiety levels which arise from having contact with new elements.

After having analyzed the page, discussed curiosities within the page and labeled the elements, on *Activity C* students are asked to read the product reviews and identify the portrayed message. The task is followed by a quick oral production as a way of naturalizing content and making it more accessible for learners, thus aiding in lowering anxiety levels.

Activity D presents students with two more product reviews, hereby totalizing 5 models for the writing task. The reviews presented in *Activity D*, however, have a different characteristic from the ones presented in *Activity C*, as they shed light on using humor as a tool for writing reviews. Having identified and discussed the use of humor on product reviews, students are now asked to check boxes on a Text Type-related activity, in order to stimulate noticing of the elements required in this genre.

In order to break the flow of intense structural noticing from *activity D*, *Activity E* proposes a pair work discussion on learners' preferences and practicalities regarding buying online and reading product reviews. This activity aims at keeping anxiety levels low and allowing students to personalize the task, thus making it more enjoyable.

Activity F works as an extension of *Activity E*. It follows the train of thought from reading reviews to buying a product and, finally, on *Activity G*, to writing a review about the purchased product. The task provides students with seven questions for reflection that guide the train of thought towards building content for a product review. After having carried out the discussion in pairs, learners are asked to rate the product they have been discussing from their point of view. The task provides them with an evaluation guideline and five empty starts to fill in the product rating.

5.4.2 While-Writing

Activity G features the final output sequence of the Writing section. It provides students with the replica of a product review page from Amazon.com. On the boxes, students are asked to write their own product review by using the questions in *Activity F* to guide the writing process. Having analyzed five different reviews and provided output on the information required to build a written review, students are now faced with the challenge of transforming their oral production into organized written output. It is recommended that the teacher follows the writing cycle approach in class, by providing

students with the opportunity to draft, check and then, write their final review. It is also paramount that students have plenty of scaffolding from teachers whenever necessary.

5.4.3 Post-writing

Finally, *Activity H* asks learners to exchange reviews and discuss the questions proposed as a means of promoting further interaction and opportunities to display their work. Further extension practices for this section are suggested in the teachers' guide. These could be used as follow up activities to be carried out online, on the next lesson or even as an exhibition of product reviews at the language school

6. Chapter Two

This second chapter of the Textbook Project was entirely conceived based on Genre approaches. The main feature of the chapter is the constant focus on Text Type of Procedure (Paltridge, 1996), which can be seen throughout the chapter, on all four sections. The focus is on the text type, not the genre, once the text type procedure can be seen in different genres, as pointed out in the chapter. The Reading Section starts with a focus on DIY crafts, moving on to the Listening Section, which features a different, though similar, text type, the “How To” instructions. In sequence, the writing section remains focused on procedure, but now through recipes, and the last section, Speaking, goes back to the DIY procedures in order to provide students with opportunities for oral skills practice, now having learned and practiced structured procedure text types. In the following section of this Rationale, readers will find detailed descriptions of the activities in each section supported by the theoretical framework chosen for this project.

This second chapter is also focused on bridging the gap between the target age group and current Internet media. It proposes the analysis and reflection upon concepts, images and symbols which are part of this interconnected world of social media and the Internet.

6.1 Reading Section

This Reading section sets the tone for the whole chapter by approaching a subject that is both a trend and a return to the past – DIY Projects.

6.1.1 Warm Up

This Warm Up section aims at activating cultural schemata in order to serve as a scaffolding activity for the While-reading exercises in sequence. *Activity A* brings eye catching images from a social network which is heavily focused on images and proposes the first contact with, or reflection on, Hashtags. A light debate is proposed through questions in *Activity A*, followed by a lower-order thinking matching exercise in *Activity B*, which represents a scaffolding vocabulary activity which aims at facilitating

understanding of the reading later on in the chapter. It is also noteworthy that *Activity B* presents an opportunity for building upon cultural aspects of DIY projects.

6.1.2 Pre-Reading

Activity C proposes yet another debate aiming at activating further cultural schemata. It also presents an opportunity to personalize the topic of the section, by asking personal questions and having students contribute to the debate. This activity serves as a link towards the next activity, the while-reading.

6.1.3 While-Reading

Activity D constitutes the while-reading activity of Chapter two. It features an article on DIY, the central topic of the chapter with the purpose of deepening knowledge on the issue and allowing students to have contact with an on-line article which sets the tone for the next sections, all focused on on-line platforms. The reason for this choice is partly based on recurrent complaints from students of the target age group about feelings of incompetence regarding the Internet and social media. Students of this age group frequently complain about not understanding the communication features of The Internet and the dynamics of on-line Social Media sites. Therefore, the unit focuses on bringing about opportunities for students to slowly learn the on-line communication dynamics and Social Media communication codes. The texts helps students better understand the world of hashtags and DIY. As it is authentic material, students have contact with the features of an article online-page with buttons and links that can be explored by the teachers in order to facilitate comprehension and generate further in class debate. This activity asks students to quickly read through the text in order to find out the answer to the proposed question. It provides students with the opportunity to practice Bottom-Up approaches to reading.

Activity E asks learners to label sentences as true or false, according to the information from the text. It is an attempt to practice both top-down and bottom-up (Ahmed & Han, 2017) (Grabe & Stoller, 2011) and, therefore, interactive reading skills. Question 1, for instance “when you take on a DIY project, you can’t get any help from others” is a sweeping statement which requires students to both analyze what the text

literally says and what the sentence implies. This means learners have to connect ideas, which requires the development of higher-order thinking skills.

6.1.4 Post-Reading

After doing some hard brainwork, students are asked to pair up on *Activity F* in order to carry out a lighter and more relaxed discussion. The first question presents two possibilities: yes and no. Each answer follows a separate sequence of questions. The reason for choosing this specific style of semi-structured debate is to prevent students from ending the discussion by simply saying “no” to the first question proposed. This activity allows for a more relaxed atmosphere in class, which is convenient after the structured reading activities which demand more working memory.

6.2 Listening Section

Following the theme from the Reading Section, this Listening Section focuses on a different encounter with the procedure text type, through the Genre of instructions and Sub-Genre of How-To articles.

6.2.1 Warm Up

The Listening Section starts with a lower-order thinking matching activity aiming at activating prior knowledge and allowing students to have their first contact with “how to” articles. The images on *Activity A* allow learners to better connect ideas and illustrate the topics of each article. Only a first question is proposed, in order to generate some basic initial reflection and peer debate.

Activity B asks learners to identify parts of instructions and connect them with the correct article. The purpose of the task is to stimulate students’ instincts towards comprehending instructions, while allowing them to have contact with the format in small bits, before having contact with full instructions.

6.2.2 Pre-Listening

The following task, *Activity C* introduces the title of the video from the listening section. By having a first contact with the title and analyzing the visual features of the

webpage, students are able to gather some information about the video which might facilitate comprehension during the while-listening tasks.

6.2.3 While-Listening

Activity D represents the while-listening task of the unit. Following the comprehension cycle, students are asked to watch the video a first time and answer only one question “are the instructions similar to what you expected?” As the video carries humor, learners have the chance to be surprised when comparing the instructions in the video with their expectations for the video.

In sequence, *Activity E* asks a question which required bottom up listening skills. Students are asked to watch the video again and complete the second column of the chart with the titles of the five steps of how to give a man hug. By having a second round of listening to the video, learners are able to enhance comprehension of the full listening.

Activity F constitutes the detailed section of the listening. Over a third opportunity to listen to each section of the video, learners are asked to fill in the blanks with verbs from the listening on the third column of the chart. The idea here is that students notice the instruction / procedure verbs used in the listening. This sets the ground for the following task.

Activity G builds upon the previous task by using the pattern noticed by students with scaffolding from the teacher if necessary. After establishing a pattern, students are asked to complete the instructions on a recipe with the verbs from the box. This exercise is already a link towards the next section, by presenting a recipe as another type of procedure task.

After having completed the task, *Activity H* invites students to notice the words in blue in the chart from the Listening task. There is a short explanation, and further scaffolding from teachers can be provided if necessary. However, at this level, students are expected to have had contact with the sequencing structures before, even if not having noticed the purpose of the words in the sentences.

6.2.4 Post-Listening

In sequence, *Activity I* features an attempt at wrapping up the topic with a light discussion. It provides students with an opportunity of developing oral skills output while analyzing the listening task in order to generate discussion. This discussion can be expanded at the will of the teacher according to students' levels of engagement. If levels are high, further questions can be asked in order to promote further practice. If engagement levels are low, teachers can move on towards the next activity.

As an expansion activity, *Activity J* aims at promoting oral skills practice. Having had contact with the genre and having been guided towards noticing sequencing adverbs as well as verb tenses used for procedures, students are now asked to randomly choose one of the QR codes on the page. The code opens up an article on the students' mobile devices. The articles feature the "how-to" procedures presented on the opening of the section. After reading the articles, students are given time to prepare their oral production. In this activity, students are able to use what they have learned and practiced so far in order to explain to their peers the articles they have read individually.

Further on in the unit, at the speaking section, students are asked to do a similar task, but this time with a higher level of skills development, once the videos the learners will base their explanations on carry no words, only visual stimuli. Therefore, the unit works as a type of ladder, as students take one step at a time towards further skills development.

Activity K serves as the final wrap up task of the unit. It aims at generating debates in order to consolidate the knowledge learners have had contact with in the unit through personalization and reflection.

6.3 Writing Section

The writing section builds upon the previous section (Listening), by keeping the focus on the procedure genre and, thus, using the skills developed in the previous unit as a basis for further development.

6.3.1 Warm Up

The Warm Up section starts with a simple lower-level-thinking skills matching task in *Activity B* preceded by a couple schemata activating questions in *Activity A*. The

questions are also a way of personalizing the topic before beginning the task, in order to build student engagement and interest in the section.

6.3.2 Pre-writing

Having had contact with some cooking-related vocabulary and developed a short discussion in order to personalize the topic and build student engagement in the issue, learners now move to the pre-writing task, *Activity C*. The task invites students to analyze the webpage of an Easy Vegan Burger Recipe. The image already carries plenty of elements that can be explored by the teacher as a way of building cultural knowledge and setting up schema for the writing tasks which follow. Besides the visual elements, the task also proposes a question which links the content of this section with the content and structures learned in the previous section. Students are required to brainstorm verbs which could be used for a cooking procedure.

Activity D, in sequence, connects the previous task with the actual written recipe. While *Activity C* asked learners to brainstorm the verbs, *Activity D* now asks them to check if the verbs they brainstormed are present in the recipe. This allows students to have a first contact with the format of the written text type they will be asked to produce later on in the unit. This is an attempt at adding a “modeling” stage before the proposed stages of the writing process as proposed by Anthony Seow (2002) – planning, drafting, revising, and editing. The modeling for writing is based on the New Rhetoric School idea that genres are a social process which facilitate communication through specific codes (Derewianka, 2003). Although there has been a fruitful debate on power relations and genre writing in ESL within the last decade, in this project we interpret genre not as a fixed format, but as a starting point for learners to build upon and adapt to their will. However, in order to be able to build upon a genre, an initial idea of that genre, with a specific text type must be presented. That is why this task provides students with a model for a recipe before they are asked to produce one to their own taste. Therefore, this task models not only the procedural sequencing and format, but it also provides students with an overview of ingredients presentation and quantity, which are paramount features of a complete recipe. All of the elements on the recipe can be explored by the teacher as a means of scaffolding comprehension for learners. With the same purpose, a “Quick Tip” box was added to the page, in order to scaffold vocabulary knowledge.

After having had contact with a recipe model, learners focus on instructional expressions, on *Activity E*. As these are expressions students will most probably have had contact with when reaching this level, the task only asks them to brainstorm on the structural thread of the recipe text type and where the expressions could have been placed in order to make the text even easier to understand. After the brainstorming, on *Activity F* students are asked to write some examples of how the expressions could be used. This is part of a step-by-step approach to writing, which asks students to perform simpler tasks which, when placed together, make for a complete writing.

As a way to breaking the flow of intensive structural tasks, *Activity G* proposes a light discussion in pairs. This aims at lowering anxiety levels and building engagement through personalization. It also allows students to have a sort of “silent period” regarding the expressions and structures studied. When they have contact with the structures again, in the following activities, it will be as if they had already seen the structures before. Hopefully, this will make students feel more comfortable with the structure, as if feeling that they have already mastered them.

Activity H provides students with another model of procedure, but this time in a more metalinguistic form. Learners are provided with images from a webpage focused on Recipes. However, the procedure on this webpage is not of a recipe itself, but it is a procedure on how to submit a recipe to the website. This was purposefully chosen as a way to work with different types of procedures at the same time in order to allow students to have contact with a broader range of genres with the same text type. The questions proposed attempt to activate this perception on learners. They work with comprehension and, at the same time, text type features. This way, learners are guided towards realizing that procedures can serve different purposes with several topics and, yet, use the same structures. This allows students to develop a perception of the broad range of written tasks that can be achieved with the skills developed in the unit. The questions also constitute a way of revising structural content previously seen on other tasks.

6.3.3 While-Writing

While *Activity H* sets the background for our writing task, *Activity I* invites students to join in the context of the recipe website, in an attempt to both personalize

content and to work with possible real-life contexts for useful writing tasks. The sequence of proposed tasks, as mentioned before, is part of a step-by-step approach to a guided process of writing. Here, after having analyzed the model, students are working with the step-by-step approach on their own proposed recipe. The questions are used as a guide towards building their recipe. First, we start with the title. Then, a short description of the dish, with plenty of vocabulary to scaffold learners through the process. If necessary, they can go back to the model description in order to check the text features. Question 3 focuses on listing ingredients and quantities, which can also be aided by the model. Question 4 focuses on the different aspects of recipe timing usually presented and, finally, question 5 focuses on the number of portions the recipe might serve.

With this information at hand, learners are now asked to thread the bits in an organized manner on the images of the website platform – purposefully chosen as a way to mimic real-life events.

6.3.4 Post-Writing

As part of the process writing approach, learners would, ideally, be asked to write the drafts, analyze them (perhaps with feedback from their peers or the teacher) and, then, rewrite in order to reach a final version. As this approach may be too much for one lesson, it is advisable that the writing be left for homework and, in the following lesson, the teacher carry out a peer feedback activity, followed by a second version writing and, finally, a recipe exhibition to the whole class.

The recipe exhibition culminates on the wrap up discussion proposed in *Activity L*. This discussion mixes elements of revision with personalization, in order to lighten the classroom mood and to allow students to develop oral skills and to consolidate content.

6.4 Speaking Section

This section follows the genre approach from the previous three sections of the unit. While working with Procedures, this section works as a form of consolidating skills developed throughout the unit. Here, learners will be asked to use the skills and structures learned in the last three sections in order to perform an oral skills task.

6.4.1 Warm-Up – Pre-speaking

The section starts by revisiting the idea of DIY as proposed in the first section of the chapter. *Activity A* presents students with six different ideas for DIY projects, and asks them to discuss the usefulness of each proposed project.

Activity B, in sequence, introduces the images related to the projects, as well as images from Instagram posts. This activity aims at bridging the gap between learners and Internet and social media language skills. Here, they are able to, through minimal contact, match the posts to the video images. This first contact allows students to feel more comfortable with the structure of social media networks further on in the unit. A matching model was set in order to facilitate comprehension.

Activity C starts with a couple simple questions which foster analytical reading skills. Learners are asked to analyze some elements from the posts in groups, in order to facilitate comprehension. Teacher scaffolding might be needed for this section. By learning the correct usage of the symbols and their representations, students are able to better grasp various sorts of information provided through social networks and the Internet. This means the communication skills developed in this unit might also help students reshape their positions of power (Norton, 2012) within their own social contexts, by “becoming successful users of the acceptable mainstream discourse for self-empowerment (Kubota, 2018).

6.4.2 While-Speaking

Activity D, in sequence, introduces the bulk of the speaking task by asking learners to prepare their speech through making notes on useful language. They are asked to choose a QR code from the videos on Activity B and watch them. Then, make notes on useful language to explain the DIY projects. The interesting feature of this task is the fact that the videos are not accompanied by oral or written language. This means students would not be able to copy the language used in the explanations. The videos only show images accompanied by background music. Therefore, students must work from scratch towards developing the procedural explanations for each video. At this point in the unit, this should be possible, once all the procedure language and structure has been repeatedly worked with throughout the whole unit.

6.4.3 Post-Speaking

In order to aid students with pronunciation, *Activities E and F* focus on connected speech skills. These tasks aim at making students feel more confident while speaking, as well as making them sound more natural throughout their speeches. Firstly, on *Activity E*, students are asked to notice the pattern. The sentences were based on explanations for one of the QR code videos of the section, the same one used as an example for the matching activity. By using the same video for the examples of the section, we allow students to have other five videos untouched and unbiased for their explanation building.

Then, on *Activity F*, learners are asked to try to link the parts where they feel there should be a connected speech pattern in pronunciation. It is important to highlight that the teacher should not focus on the “correctness” and “precision” aspects of phonetics, as the focus of this textbook project is not on precision, but rather on communication. Therefore, students should be allowed to try different patterns and to choose their own links for the words in the task sentences. In this case, we propose there is no wrong answer. Teachers should scaffold when needed, in order to make students feel comfortable with their pronunciation.

Finally, *Activity F* invites students to explain the procedures they saw on the videos to their classmates. They can use the notes made on *Activity D* to help them through the oral practice.

6.4.4 Post-Speaking Wrap-Up

As a wrap up for the topic and the genre, *Activity G* invites students to analyze the online comments on each video, and reflect on their own opinions. In pairs, learners can take the time to agree, disagree, criticize and compare the comments and their own opinions on each one. This activity provides students with a frame of the real world of social media posts: there are both positive and negative comments, as well as Internet codes and humor. All of the elements are prone to analysis and criticism. As the last task of the unit, it provides students with a glimpse of reality, thus connecting them to real-life as the lesson comes to an end.

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Attachments

INDEX

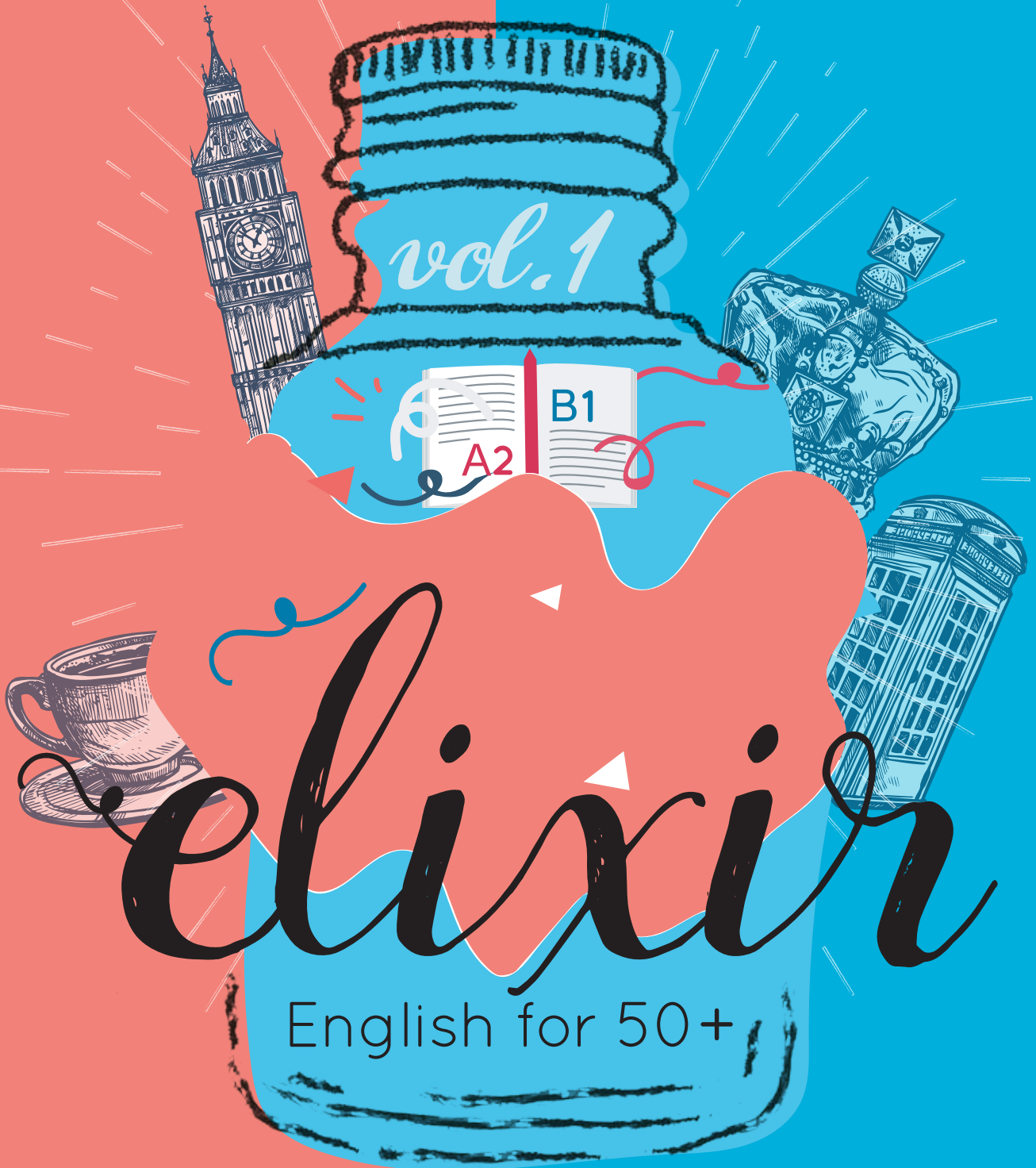
CHAPTER ONE

LEAD-IN	02
WARM UP	03
PRE-READING	04
READING	06
PRE-LISTENING	17
LISTENING	19
SPEAKING SECTION - WARM UP	31
WRITING SECTION - WARM UP	39

CHAPTER TWO

READING SECTION - WARM UP	50
PRE-READING	51
LISTENING SECTION - WARM UP	54
PRE-LISTENING	55
LISTENING	56
WRITING SECTION - WARM UP	66
SPEAKING SECTION - WARM UP	79

GLOSSARY	90
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AN EXPERIENCE IN MATERIAL DEVELOPMENT
FOR MIDDLE-AGE AND SENIOR LEARNERS

Luiza Andrade

elinia

ESTE MATERIAL NÃO TEM FINS COMERCIAIS E SÓ PODE
SER REPRODUZIDO COM AUTORIZAÇÃO DO AUTOR

The background is a solid light peach color. It features several abstract, wavy lines in a darker peach and white color, primarily on the left side. On the right side, there is a large, stylized number '4' composed of a white outline and a darker peach outline.

CHAPTER ONE

Sell it, don't tell it

....A.

The images below are **LOGOS** for internationally renowned brands. Can you recognize them?



Sources: 1. <https://bit.ly/2JRHDL> | 2. <https://bit.ly/2GsTCh0> | 3. <https://bit.ly/2LGjAlj>
4. <https://bit.ly/2Y9tUsM> | 5. <https://bit.ly/2SD9Oko> | 6. <https://bit.ly/2JPwXNQ>

....B.

In groups, discuss the following questions:

1. What kind of products do these **brands** sell?
2. Are you a consumer of their products?

....C.

Look at the **SLOGANS** below.

1. Connect the slogans to the logos in exercise **A**.
2. Can you explain the meaning in each one?
Discuss them with a partner.

“Just do it”

“Make it Happen”

“Because you are worth it”

“Betcha Can't Eat Just One”

“Shoes are boring. Wear Sneakers”

“Melts in your mouth, not in your hands”

....D.

Think about the slogans above. Do they represent a specific idea or lifestyle?



WARM UP

1. Can you think of any other slogans in English or in your language? What ideas or lifestyles do they represent?
2. In your opinion, is it important for a company to have a slogan? Why? Why not?



....E.

Look at the images taken from full-page magazine **ADVERTISEMENT** pieces from the 1960s below. What products are the adverts trying to sell?

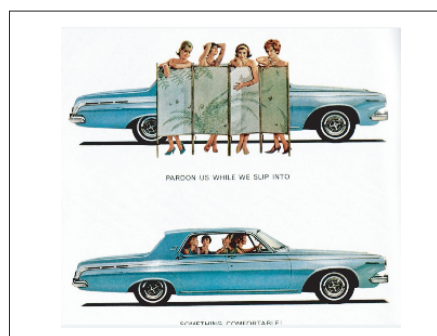
Advert 1 (1962)



Advert 2 (1964)



Advert 3 (1963)



Source: The Golden Age of Advertising – the 60s. Ed. Jim Heimann. Taschen: London.



.....F.

Analyze the images more closely. In pairs, discuss the following points:

1. In the 1960ies, it was common for adverts to aim at a specific gender as a consumer target.

In your opinion, are these adverts designed for a specific gender?

Give reasons to support your answer.

2. Adverts usually give arguments to convince consumers to buy their products. In the three adverts, what is the **main reason** presented in each picture to convince consumers?

....G.

Now, read the texts from the adverts and answer the questions:

1. According to the texts, what products are the adverts trying to sell?
2. In your opinion, are the reasons for buying the product presented in the text the same as the ones indicated **by the pictures?**



READING

Advert 1



“This calls for Budweiser”
The neighbors... out in the kitchen, **swapping ideas** with good friends. This is fun... and this calls for Budweiser.

“Where there is life... there's Bud.”

King of beers .
Anheuser-Busch,
INC. St. Louis. Newark.
Los Angeles. Tampa.

Advert 2



"Us Tareyton smokers would rather fight than switch!" *Join the Unswitchables.* Get the filter that made Activated Charcoal famous – and the taste that makes Tareyton smokers so aggressively loyal.

Fine granules of Activated charcoal in pure cellulose. The While filter gives you clean taste. The charcoal filter gives you smooth taste. Together they give you the greatest taste of DUAL FILTER TAREYTON, America's largest-selling Activated Charcoal filter cigarette.

Tareyton, now in new pop-open pack.

Advert 3



"Pardon us while we slip into... something comfortable."

Introducing the 1963 Dodge.

A full line of cars in the low-price field!

The something comfortable in this case is a 1963 Dodge Polara 4-door hardtop. It's not the clinging sort of comfortable, either; you might say that it's more like house-coat comfortable.

Lots of room to move around in. Note the roofline. It sweeps straight back instead of sloping off. It means plenty of headroom for front and rear seat passengers. And everyone rides in more comfort, because Dodge seats are chair-high. All 24 Dodge models (in three series) offer you this kind of comfort at a variety of prices, all low. Sedans, hardtops, wagons, convertibles – Dependables all. We've got lots for the male side too. For economy, a going 225 cu. in. 6. For action, a stable full of V8's ranging from the standard 318 cu. in. V8 to an all-out 426 cu. in. high-performance job. There's more: like self-adjusting brakes, 32,000 miles between grease jobs, and a unitized, rust-protected body.

The good looks should already be obvious to you. The rest? See your Dodge dealer.



....!

Match the words from the text with their meanings found in Cambridge Dictionary.



VOCABULARY BOX

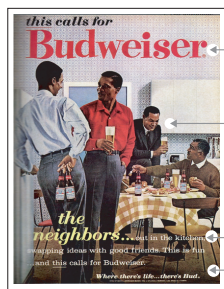
Swap | **Charcoal** | **Slip into something** | **Slopping off** | **cu.**

- A.** to quickly put on a piece of clothing.
- B.** a measurement abbreviation for Cubic.
- C.** a black hard substance produced by burning wood and used for producing energy.
- D.** to leave somewhere quietly so that you are not noticed.
- E.** to give something to someone and get something in return.



....H.

Analyze the structure of the first two adverts and complete the chart below:



IMPACT SENTENCE / TAGLINE

IMAGE

MAIN ARGUMENT

SLOGAN



IMPACT SENTENCE / TAGLINE

IMAGE

SLOGAN

MAIN ARGUMENT



[Empty box for analysis]

[Empty box for analysis]

[Empty box for analysis]

[Empty box for analysis]



1. What characteristics do the three adverts have in common in terms of:



- Text Format
- Images
- Target audience
- Type of product

2. Are they aimed at specific audiences?

3. These adverts were originally placed on a magazine. In your opinion, where else could the advertisers place them in order to reach a larger number of consumers?



.....J.

Look at the slogans from the adverts in column A.

Match them with the impact sentences (Tagline) from the texts in column B.

A

▶ *Join the Unswitchables*

▶ *Where there is life...
there's Bud*

▶ *The good looks should
already be obvious
to you. The rest? See
your Dodge dealer*

B

▶ *"This calls for Budwiser"*

▶ *"Us Tareyton smokers
would rather fight than switch!"*

▶ *"Pardon us while we
slip into... something
comfortable."*

1. Talk in pairs. What is the main point of each slogan? Can you explain them?
2. Compare the Slogans and Taglines of the adverts above. What are the differences between a Slogan and an Impact Sentence (Tagline)?



....K.

The three adverts from the 1960s presented in exercise A follow the same structure.



Source: The Golden Age of Advertising - the 60s.
Ed. Jim Heimann. Taschen: London.

IMPACT SENTENCE

SLOGAN

MAIN ARGUMENT

IMAGE



1. Read the advert in **exercise A** again and complete the forms below. Try to use your own words as far as possible. Use the texts in **C** to find details:

Advert 1



▶ <i>Tagline:</i>
▶ <i>Main Argument:</i>
▶ <i>Image description:</i>

Advert 2



▶ <i>Tagline:</i>
▶ <i>Main Argument:</i>
▶ <i>Image description:</i>

Advert 2



▶ <i>Tagline:</i>
▶ <i>Main Argument:</i>
▶ <i>Image description:</i>



....L.

In groups, share your thoughts

1. In your opinion, which advertising piece is more effective? Which is the least effective?
2. Do they have similar strategies to convince the consumer to buy their products?
3. What are the common characteristics of these magazine advertisement pieces from the 1960ies?
4. Imagine these campaigns were being developed for today's consumer market. If you were responsible for these adverts, would you make any changes to the texts or images in order to update them? Why? Why not?



.....J.

Further Fuel for Thought

Consider your discussion from exercise **L**. Choose one of the adverts presented in **A**. Now, make notes on the changes you would like to suggest in order to make the ad more suitable for today's consumer market.

Ad 1 Ad 2 Ad 3



▶ *What it is like (quick description)*

▶ *What you would change*

▶ *Reasons*



In groups, prepare a 2-minute **PITCH** to sell your ideas to the class. Use the note sheet on the previous page to help guide your pitch.

Pitch it up!

A pitch is a short 1 to 3 minutes presentation commonly used in advertising agencies to sell an idea. Scan the QR code to catch a glimpse of a great pitch from the TV Show Madmen





PRE-LISTENING



Think of her as your mother.

She only wants what's best for you.
A cool drink. A good dinner. A soft pillow and a warm blanket.
This is not just maternal instinct. It's the result of the longest
Stewardess training in the industry.
Training in service, not just a beauty course.
Service, after all, is what makes professional travellers prefer American.
And makes new travellers want to keep on flying with us.
So we see that every passenger gets the same professional treatment.
That's the American Way.

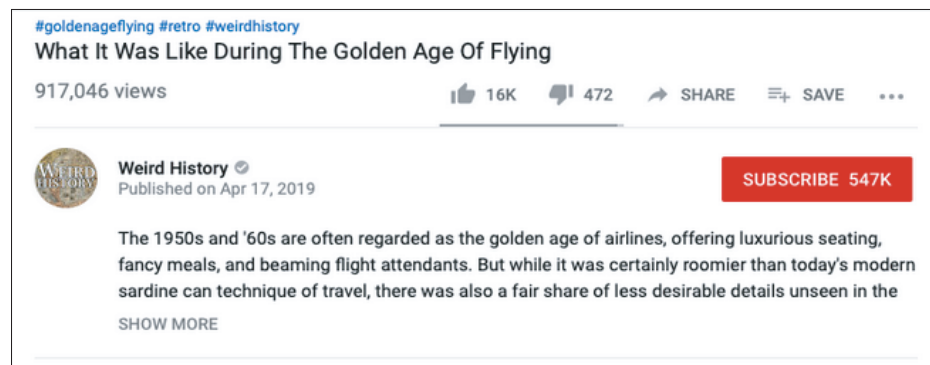
Fly the American Way
American Airlines



.....A.

Look at the advertisement from 1968 for an airline company and discuss the following questions:

1. According to the advert, what kinds of comfort do you expect to experience on flight?
2. Do you normally have that experience when flying nowadays?
3. What are the services provided by airlines in your country?



Source: <https://www.youtube.com/watch?v=IllyCN6tVSPo>

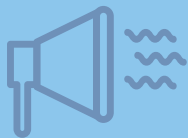
....B.

Watch the video about The **Golden Age of Air Travel** and answer the following question:

1. What are the main positive aspects of taking a flight in the 1950s and 1960s?



LISTENING





.....C.

Watch the following sections of the video again and answer the questions:

Section 1

00:03:05 - 00:03:46 Don't sweat the **legroom**

1. Airlines in the 1950s Offered:

- a) More legroom to all passengers than today.
- b) More legroom only to first class passengers than today.
- c) Less legroom to coach (economy) passengers than today.



2. In the 1950s, airlines had:

- a) Better service for economy class.
- b) No distinction between economy and first class.
- c) A larger compartment for first class.



Section 2

00:03:47 - 00:04:24 Hope you like **booze** and cigarettes

1. In the golden age of airline travel people were allowed to smoke:

- a) Everywhere in the airport, but not on the plane.
- b) Some places in the airport and on the plane.
- c) Everywhere on the plane, but not in the airport.



2. To pass the time, airlines provided:

- a) Alcohol and postcards.
- b) Alcohol and games.
- c) Games and Postcards.



Section 3

00:04:24 - 00:04:59 Get ready for a gourmet meal

1. As a meal, airlines provided:

- a) prime ribs served in fancy **cutlery**.
- b) lobster served in plastic cutlery.
- c) multiple-courses served in fancy cutlery.



2. According to the video, airlines provide so many luxuries during flight because:

- a) they wanted to see their customers to fly again.
- b) the customers paid a lot of money and demanded good service.
- c) they wanted to distract the customers from problems.



.....D.

But air travel was not all glitter. Watch this last part of the video and answer the questions:

Section 4

00:05:00 – 00:05:53 Wear a helmet and **earmuffs** because you are in for a bumpy ride

1. What were the problems people faced when travelling by air in the 1950s and 1960s? Are they still common nowadays?



2. What consequences did the bad weather have on the passengers?



←....E.

In pairs, discuss the following points:

On a long-haul 12-hour flight,
would you prefer to...

Take a luxurious flight but run the risks of
old technology.

Or

Take a simple flight (no legroom!) but use
today's flying technology.

Eat a delicious meal on a flight but pay an
absurd amount of money for it.

Or

Eat only chips or peanuts but not have to
pay for it.

Be able to drink free alcoholic beverages but
have to deal with people smoking near you.

Or

Not be able to drink alcoholic beverages but
not have to deal with smoke on board.



←....F.

Further Fuel for Thought

Now it's your turn:

Think of a product or service that already existed when you were younger, but has undergone significant changes. How is it different now from what it was in the past?

1. Make notes on the chart below:

Product or service:
Nowadays:
In the past:

2. In pairs, compare your products or services and the Nowadays section of the chart.
Are they similar?



←....G.

Now, study the following sentences from the video on The Golden Age of Flying and answer the questions:

- A.** As flights became more common and prices went down, the formality slowly waned until the 1980s, when travellers began dressing for comfort rather than appearance.
- B.** Before the days of metal detectors and body scans and pat-downs, airports were more like bus stations than the checkpoint-laden terminals of today.
- C.** Early flights had no distinction between business or economy class seating, and when they did finally add a first class, coach-going passengers were still given ample room to wiggle their toes.
- D.** Back when planes couldn't navigate over or around bad weather, vomit bags were a regular necessity.
- E.** "Not to mention that these small planes often required passengers to take four or five separate flights to travel longer distances.



1. The sentences above all refer to:

- a) The present.
- b) The past.
- c) The future.

2. What do the verbs in bold represent? Choose one of the options:

- a) General truth statements about reality in the past.
- b) Statements about people's habits in the past.
- c) Statements about continuous actions in the past.

3. When we want to talk about general truths about the past, we use:

- a) Past continuous ("planes were being extremely loud.")
- b) Simple Past ("Planes were extremely loud.")
- c) Present Perfect ("Planes have been extremely loud.")



QUICK TIP

The **Simple past** is usually used with a time expression that specifies when the action happened. What sentences from exercise **F** exemplify this case? Underline the time expressions.

However, when part of a larger context, such as a story about the past, **it is possible** to find simple past sentences (regular or irregular) **without** a specific time.

That is the case in sentence _____ from exercise **F**.



4. The transcripts below bring up new information on The Golden Age of Air travel that you did not hear on exercises C and D. Read the text quickly to answer the following questions:

- 1) What did the Air Hostess job entail?
- 2) How did the luggage system work back in those days?

It's no secret that the job of air hostesses 1. _____ (be) exclusive to women well into the modern times, and it takes little imagination to picture the stress level of a job requiring you to serve drunk, stressed out travellers while donning mini skirts and pillbox hats. But there's even more to this occupational nightmare than what you think.

Along with the desired uniforms often involving skirts that increasingly 2. _____ (grow) shorter as the '60s 3. _____ (progress), the job of a flight attendant 4. _____ (be) heavily dictated by the rules of the airlines.

Along with dress codes, stewardesses were often given a limit on how much they could weigh and how they were to behave.

They were required to be single and outgoing, while also maintaining a personal moral standard 5. _____ (decide) by each airline. It wasn't abnormal for a flight attendants job interview to even require that she hike up her skirt in order to prove her legs were nice enough for the uniform.



Airports 6. _____ always _____ (not have) the complicated baggage handling system we take for granted today, and so back before the invention of the carousel, all luggage 7. _____ (travel) to and from the plane by hand. That 8. _____ (mean) each passenger would need to visit a specific counter after their flight, present a porter with a ticket, and then sit and wait for each of their bags to be retrieved.

The only silver lining - there 9. _____ (be) no limits on how many bags you 10. _____ (can) bring, as luggage fees wouldn't be invented until the 1990s. So there you have it. The golden age of luxurious air travel 11. _____ (be) far from golden. So would you like to be an airline passenger in the '50s and '60s? Let us know in the comments below, and check out some of these other videos of our weird history.

5. Now, fill in the blanks with the correct form of the simple past.



←....H.

In pairs, tell your partner about the product/service you chose for exercise F.

Use the following questions to guide your talk:

1. What was the product/service like? Describe it.
2. Was it accessible or expensive?
3. Were people happy with the service/product?
4. Do you still have contact with this product or service?
5. How much has it changed with the passing of time?
6. Do you still make use of this product or service?

WARM-UP

....A.

Read the introduction of an article taken from News website The Huffington Post.



SECTION

SPEAKING

MONEY 10/27/2019 20:59:03

7 Weird Examples Of How Women Pay More Than Men For The Same Products

We went to Target, Walgreens and CVS to find out which "pink" products come at a higher price.

The **pink tax** – an adorable name for an insidious practice – is something women deal with on a daily basis. You probably know that ladies pay more than men for a host of products and services, from razors to dry cleaning. In fact, it's estimated that women pay an extra \$1,300 per year for essentially the exact same products as men.

What's surprising is how the pink tax extends to other random products that don't seem to have any business being gendered. For example, as one Twitter user found, these women's laxatives apparently cost more than the regular kind.

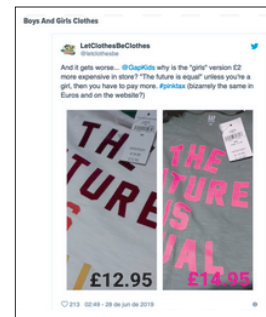
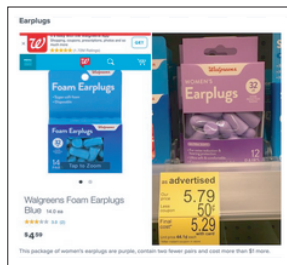
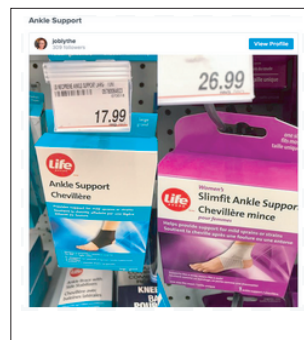
In pairs, answer the questions below:

- What is the **pink tax**?
- What product is the excerpt from the article discussing?
- When you go to the supermarket, do you ever check price differences in the male and female sections?



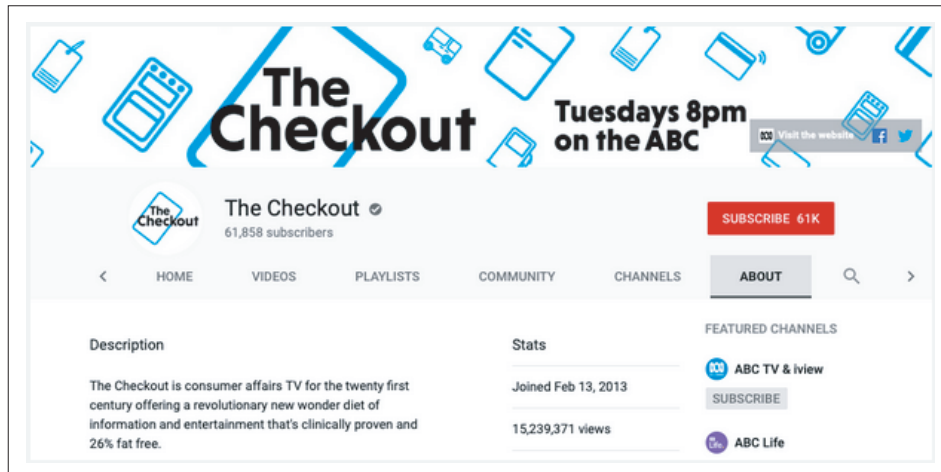
....B.

Look at the images below of the other six products mentioned in the article. In groups, discuss the questions.



Source: <https://bit.ly/2Ke7Y5Z>

- 1) Can you find these in your local stores or supermarkets?
- 2) Do you think the pink tax is also a phenomenon in your country?
- 3) In your opinion, what other products might carry a pink tax?



....C.

Watch the extract from a video from TheCheckout, a TV show and Youtube channel from Australia focused on consumer affairs. According to the video, what other products can also suffer from the pink tax?



Source: https://www.youtube.com/watch?v=3JDmb_f3E2c



←....D.

Watch the video again and discuss the following questions in pairs:
(00:00 - 04:19)

1. What is market segmentation?
2. Was the color pink always associated with girls?
3. Why have companies chosen to segment the market?
4. Why don't people notice the gender segmentation in the supermarkets?
5. What are the elements companies use to define the gender of a brand? E.g. Color...
6. What strategies could you use to avoid falling into the trap of the pink tax?



←....E.

Express Survey

Walk around the classroom and ask your classmates the questions. Remember to note down their answers, so that you can build classroom statistics after carrying out the survey.

1. You are:

- Male.
- Female.
- I'd rather not use any labels.

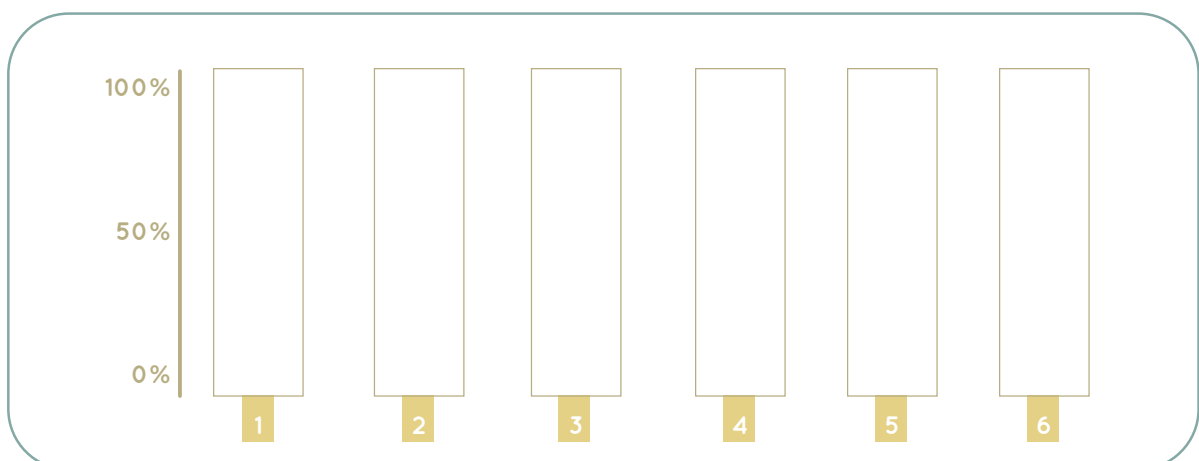
2. Where you usually buy health and hygiene products?

- Online.
- At the supermarket.
- I never buy health and Hygiene products in my house. Someone else does it for me.



3. Do you ever check the other section to see if the prices of products are similar?
- Yes.
 - No.
 - Sometimes.
4. Have you ever noticed pink tax price differences in the supermarket?
- Yes.
 - No.
 - I never pay attention to the prices.
5. Do you think it is fair that women end up paying more than men for the same products?
- Yes.
 - No.
 - I don't really care about this issue.

Now, build a graph considering the percentages of respondents' answers:





.....F.

The New York City Department of Consumer Affairs is currently worried about the **gender gap** in market prices. They have carried out a research in supermarkets and stores to find out more about this issue. Have a look at their findings. What is the only product on the table that is more expensive for men rather than for women?

Price Analysis

On average, women's clothing cost nearly 8 percent more than men's. In total, one of each average item cost women \$307.38 and cost men \$285.85, a difference of \$21.53. On average, the largest price discrepancy was in shirts, costing women nearly 15 percent more, with an average difference of \$3.72 per shirt. Dress shirts came a close second, costing women nearly 13 percent more, with an average difference of \$6.65 per shirt. Men's clothing cost more in only one category, underwear, at an average difference of nearly 29 percent or \$2.44.

Table 15: Average Price, Adult Clothing

Products	Number of Products*	Women's Average	Men's Average	Price Difference	Percent Difference
Dress Pants	40	\$75.66	\$71.71	\$3.95	6%
Dress Shirts	40	\$58.11	\$51.46	\$6.65	13%
Sweaters	42	\$63.19	\$59.45	\$3.74	6%
Jeans	50	\$62.75	\$57.09	\$5.66	10%
Shirts	40	\$29.23	\$25.51	\$3.72	15%
Socks	40	\$9.98	\$9.73	\$0.25	3%
Underwear	40	\$8.46	\$10.90	(\$2.44)	29%
Total	292	\$307.38	\$285.85	\$21.53	8%

*Each gender has an equal split of the total number of products in this column.

Source: <https://on.nyc.gov/2ugAYDv>



←...G.

The Department of Consumer Affairs in your city is carrying out an open meeting to hear the opinions of local residents on their experiences as consumers. You've decided to participate in the debate.

In groups, consider the results from the survey and discuss the following questions proposed at the meeting:

- What is your experience regarding the pink tax? Have you found different pricing in the stores and supermarkets? If so, how did you deal with that situation? If you haven't, do you believe this is a real problem?
- In your opinion, should the government be responsible for regulating marketing rules? Why? Why not?
- What could be done in order to prevent market segmentation from **taking a toll** on the consumers' pockets?

WARM-UP

....A.

In pairs, discuss the following questions:

- 1) Do you ever shop online?

- 2) If so, what kind of products do you buy?
If not, why not?

- 3) When you want to buy a product (online, or at local stores) do you look for customer review before deciding which brand to buy? Why? Why not?

....B.

Have a look at the website page below. Use the words in the box to label the sections.



VOCABULARY BOX

- product
- product description
- price
- customer reviews

PRE-WRITING

The screenshot shows an Amazon product page for 'Coloring Books For Boys: Sharks'. The page includes a product image, a title, a price of \$7.99, a 'Buy Now' button, a star rating of 4.4 out of 5 stars, and several customer reviews. Lines connect these elements to empty boxes on the right side of the page for labeling.



Source: <https://amzn.to/2YIESKX>

....C.

**Read the product reviews about the coloring book and choose from the options below:
They are...**

- Positive.
- Mainly positive, but with negative aspects.
- Mainly negative, but with positive aspects.
- Negative

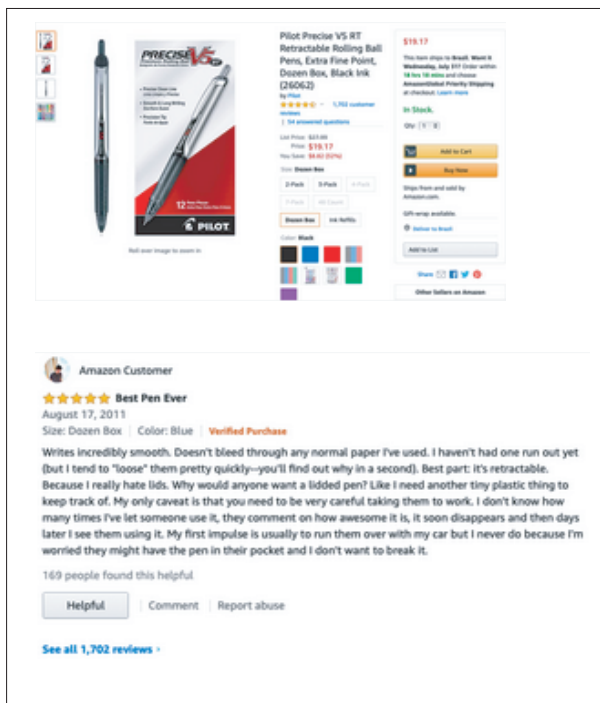
Give reasons to support your answer.



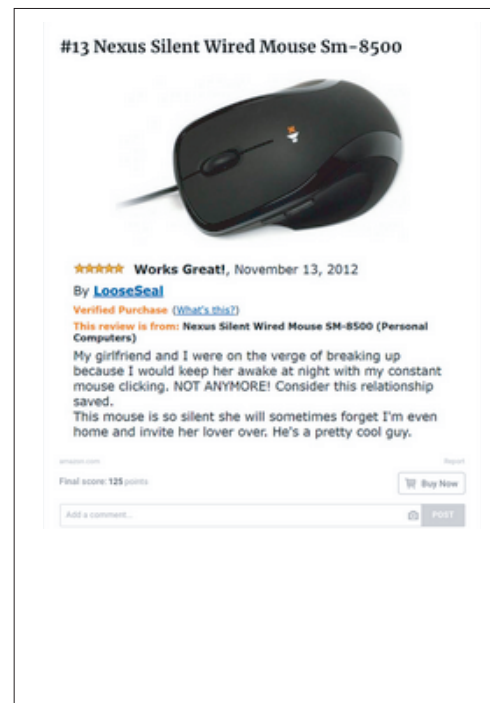


.....D.

Read the product reviews below. How are they different from the reviews in A.?



Source: <https://amzn.to/2K8Nrf5>



Source: <https://bit.ly/2MBJ0f1>

1. Fill in the checklist below about the reviews on this page. The first one has already been done for you.

REVIEW	1	2	3	4	5
Has a title	✓				
Highlight positive aspects					
Highlight negative aspects	✓				
Uses adjectives to describe the product	✓				
Is relevant to other buyers	✓				
Elicits reasons for why he/she has bought the product	✓				
Uses humor to make the text more interesting					



←....E.

Talk in pairs.

1. Which of the reviews on this page do you find most useful? Why?
2. What kind of product would require checking the reviews before buying it?



←....F.

In pairs, tell your partner about a product you have bought in the last year and your experience with it. Use the questions below to help you organize your thoughts.

- When did you buy it? What was the context? Why did you need/want this product?
- Did you look for reviews before buying it?
- Did it live up to your expectations? Was it worth the price?
- What were the best features of the product? And the worst?
- Would you recommend it to other customers? Why/Why not?
- How would you rate the product? Use the stars below.





←...G.

Write a review about the product you bought. Use the questions from the previous exercise to guide your writing. Remember to give context and your recommendation.

If you like, you can make up a story and use humor to make your review more interesting.

PRODUCT PICTURE

Write a customer review

RATING:



REVIEW TITLE:



←....H.

In groups: exchange reviews with your classmates and answer the following questions.

1. Do you find them useful? Would you consider buying the products reviewed?
2. In your opinion, do reviews help sell a product?
3. How are reviews different from adverts?

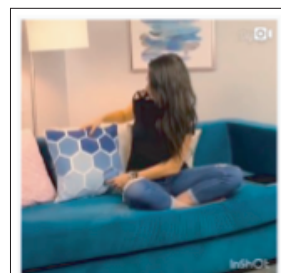
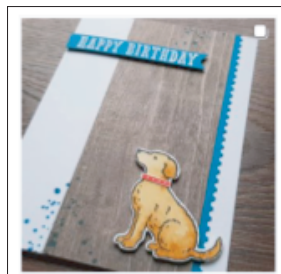
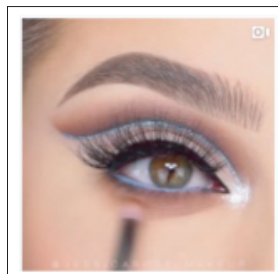
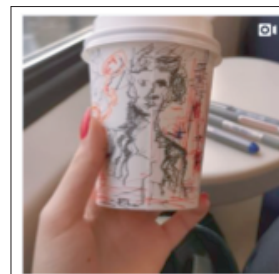


CHAPTER TWO
DIY

WARM-UP

....A.

Look at the pictures below found on Instagram under the **#DIY HASHTAG**. At first glance, which image draws your attention the most?



Source: <https://bit.ly/2Pxj2yT>

....B.

Match the words in the box below with the pictures.



Bangle
Cake
Pillow Case
Birthday Card
Cup Art

Patchwork
Home décor
Shelves
Make up

....C.

In groups, discuss the following questions:

1. Are you familiar with the term #DIY? What does it mean?
2. Do you have a **social media** account? If so, search the term #DIY and see what pops up. Compare it with your classmates.



....D.

Read the following article quickly to find out the basic definition of DIY. Was it similar to what you expected?

So, What Does DIY Actually Even Mean?

Obviously "do it yourself" — but is that all?



BY BRITNEY MORGAN JUL 27, 2018

You see and hear the acronym "DIY" everywhere, and you probably already know what it stands for: "do it yourself." It's a pretty straightforward-sounding concept. But "DIY" might conjure up totally different images for different people, because really, it can be about so many things.

Basically, DIY means that, instead of hiring a professional to do a particular task — or, instead of buying goods from a store or an artisan — you're choosing to do that task or create those products yourself with no direct help from an expert. That doesn't mean you can't turn to resources for help — if you use a YouTube tutorial, or a book or blog post to find directions or get your project on the right track, it still counts as doing it yourself. DIY is really about you seeking out the knowledge and developing the skills you need to do something that you would normally pay someone else to do for you.

Understandably, the "DIY" label gets added to a lot of projects, and basically, everything from patching a hole in a wall yourself to making your own bath bombs (or even kids' slime!) counts as a DIY project. And DIY goes beyond that, since it can also be applied to things like cutting your own hair, sewing your own clothes, decorating a cake, managing your own investments, and so much more.

Scroll through the #DIY hashtag on Instagram, and you'll see just about everything you can imagine. Since pretty much anything can fall under the DIY umbrella, it makes sense that it means different things to different people — even if, overall, the definition doesn't really change.

Personally, when I think about DIY projects, my mind goes to home improvement tasks. Things like painting, installing carpet, building furniture, putting up shelves, repairing things that need maintenance — that's where my brain goes. But, I'm also an avid crafter. To me, arts and crafts fall under the DIY umbrella for sure, but I think of that as "crafting" — at least, that's the word that makes me think of the kind of projects I do. These two definitions of "DIY" seem to be the most common, so, now it's your turn to share what you think it means:

When you think about DIY projects, what do you think of?

Home Improvement

Arts & Crafts

Follow House Beautiful on [Instagram](#).

BRITNEY MORGAN Associate Market Editor, House Beautiful

Britney Morgan is House Beautiful's Associate Market Editor, a noted land mermaid, and a Virgo with a penchant for crafts, red lipstick, and buying way too many throw pillows.



....E .

Read the article again and label the sentences below with **T (True)** or **F (False)**. Correct the false statements with information from the text.

- ___ 1. When you take on a DIY project, you can't get any help from others.
- ___ 2. DIY projects require skills development.
- ___ 3. Simple **household tasks** such as putting up paintings cannot count as DIY.
- ___ 4. In the writer's opinion, DIY is strictly related to home improvements.
- ___ 5. There are more than two definitions for the term DIY.

....F.

In pairs, discuss the following questions:

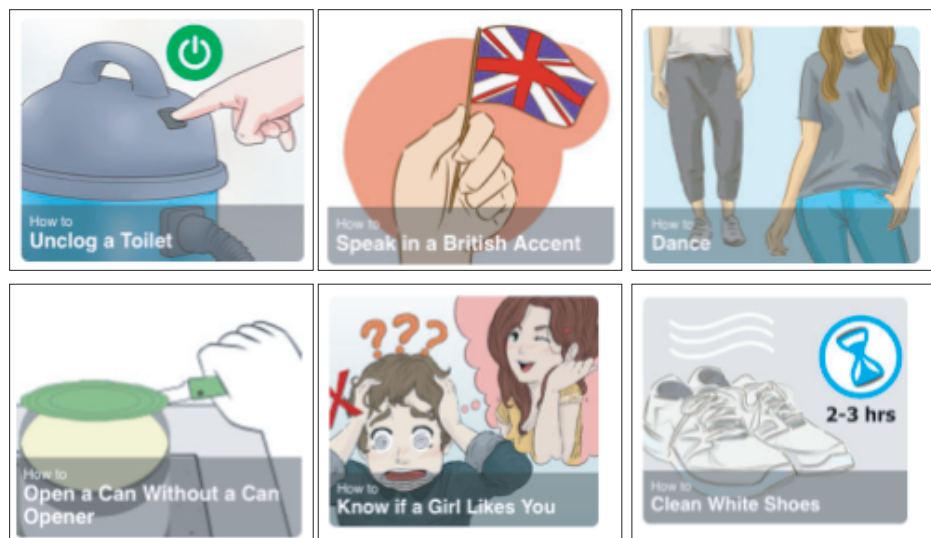
Have you ever tried a DIY Project?

YES	NO
What was it?	Think of a crafts or home improvement project you would like to do and explain it.
Was it successful?	Would you be able to do it by yourself?
Where did you find instructions on how to do it?	Where can you find instructions on how to do it?

WARM-UP

....A.

Look at the “How To” articles found on Wiki-How. Which one do you think is the easiest to learn? Why?



Source: <https://bit.ly/36LHmjm>

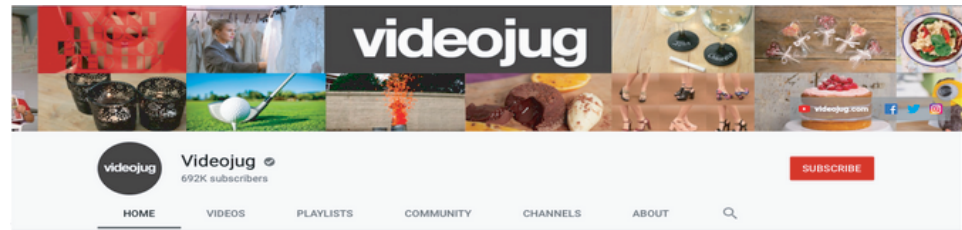


PRE-LISTENING

....B.

Now, match the steps from of the instructions below with the article titles:

- 7** Notice if she's playing with her hair. Gently twirling strands of her hair or partaking in other grooming behaviors like running her hands through her hair could be signs of flirting.
- 1** Buy or borrow a wet/dry vacuum. If you have tried plunging and snaking to no avail, consider using a wet/dry vacuum. Do not use an ordinary vacuum cleaner—it *must* be the wet/dry variety that can cope with water.
- 3** Wear clothes that allow you to move. Tight satin might look and feel great when you're not moving much, but it could inhibit your moves on the dance floor. Even worse, one wrong move could leave you with an embarrassing rip. Choose clothes that are either loose enough to let you move or stretchy enough to move with your body. Select a top with sleeves that don't restrict your arm movement—you should be able to lift your arms above your head.^[21]
- 2** Position the tip of a spoon against the inner edge of the lid. The lid of the can will have a small, raised lip that has been crimped to seal the can closed. You want to position the spoon in a spot along the inside of this lip.
- 5** Let your shoes air dry. After you initially pat them with a towel, put them in a well-ventilated area in your home so they can dry completely. Leave them alone for at least 2-3 hours before wearing them again.^[6]
- 4** Notice that two or more vowels together may prompt an extra syllable. For example, the word "road" would usually be pronounced *roh-d*, but in Wales and with some people in Northern Ireland it might be pronounced *ro.ord*. Some speakers may even say "reh-uud."



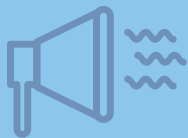
....C.

Read the title of the video below.
Can you imagine the instructions of
this step-by-step approach? Share
your ideas with your classmates.



Source: <https://bit.ly/2trAUT2>

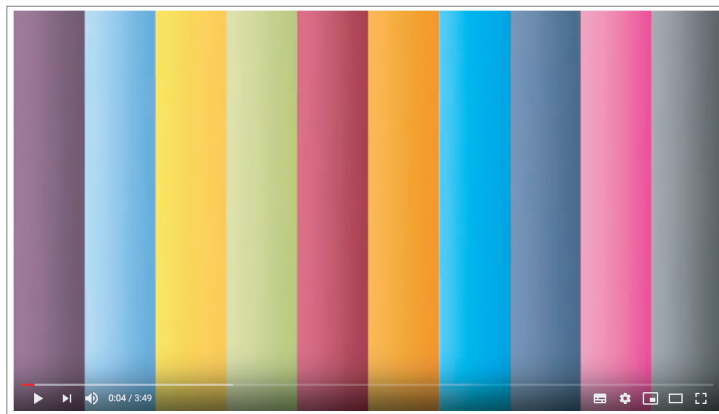
LISTENING





....D.

Watch the video once. Are the instructions similar to what you had imagined?



Source: <https://bit.ly/2trAUT2>



.....E.

What are the 5 main steps of a man-to-man hug? Watch the video again and complete the second column of the chart below.



HOW TO GIVE A MAN-TO-MAN HUG

STEPS:	INSTRUCTIONS:	
Step 1	1. When to _____	Reasons for hugging: 1.1. When greeting family members or friends 1.2. Congratulating a mate on getting engaged. 1.3. Congratulating a mate on becoming a father 1.4. Congratulating a mate on securing a promotion 1.5. Celebrating a sports win
Step 2	2. The _____	2.1. Firstly, don't surprise the Huggee 2.2. _____ your hands wide... 2.3. _____ back, making it clear you are not about to attack. 2.4. _____ your head to the left. This lets your huggee know what you are doing.
Step 3	3. _____	3.1. Secondly, _____ towards your compadre 3.2. Your right hand _____ over their shoulder, 3.3. with our head _____ to to the left of theirs 3.4. _____ your sincerity by gripping them firmly in your arms. 3.5. _____ your head leveled and facing forwards 3.6. _____ the embrace for as long as you feel comfortable.



HOW TO GIVE A MAN-TO-MAN HUG

STEPS:	INSTRUCTIONS:	
Step 4	4. The Pat	<p>4.1. Then, with your Left hand, _____ your buddy three or four times on the back.</p> <p>4.2. If you still feel uncomfortable, _____ them a light double punch, instead of a pat.</p>
Step 5	5. The _____	<p>5.1. Finally, while you are giving your final pat, Break. _____ your hands smartly away.</p> <p>5.2. Don't _____ them over your buddy in a lingering manner.</p> <p>5.3. Alternatively, you _____ finish by gripping your friend firmly on the upper arms, and saying something celebratory. This makes the reason for the hug clear.</p> <p>5.4. Another great option is to _____ a few playful punches at each other.</p> <p>5.5. Now, _____ to what you were doing before the hug.</p> <p>5.6. Don't _____ the need to cough, _____ eye contact, or _____ yourself. You are still firmly a man, but one who is not afraid of showing their emotions. Mission Accomplished!</p>

....F.

Now, watch the video carefully, paying attention to the verbs used in the instructions on “how to give a man-to-man hug”.

Fill in the blanks in the third column of the chart with the words in the box.



....G.

To make our instructions more organized, we usually follow a verb pattern. Analyze the words in the box.



1. What is the main verb tense used for instructions?



2. Complete the instructions below by placing the words from the box in the correct gaps.



Source: <https://bit.ly/35DnCBd>

HOW TO MAKE HARD-BOILED EGGS



- _____ up to 6 eggs in a large saucepan.
- _____ the eggs with 1 inch (2.5 cm) of water.
- _____ vinegar or salt to prevent the eggs from cracking.
- _____ the pan to a rolling boil on the stove.
- _____ the heat and let the eggs sit for 6-16 minutes.
- _____ the water and run the eggs under cold water.
- _____ hard-boiled eggs in their **shells** in the refrigerator for up to a week.
- _____ the egg on the counter and peel the shell under cold water.
- _____ hard-boiled eggs plain, as an appetizer, or on a salad.



<p>Place</p> <p>Bring</p> <p>Strain</p> <p>Tap</p> <p>Eat</p>	<p>Store</p> <p>Add</p> <p>Turn off</p> <p>Cover</p>
--	--



....H.

Now, go back to the chart and notice the words in blue. These sequencing adverbs are commonly used for organizing the sequence of events in instructions.

1. Use the sequencing adverbs in the box to complete the instructions below.

HOW TO MAKE SOFT-BOILED EGGS WITH RUNNY YOLKS

1. _____, pour water into a large saucepan and heat to a boil, then simmer.
2. _____, add up to 4 eggs and let sit for 5-7 minutes.
3. _____, remove the eggs and run them under cold water for 1 minute.
4. _____, set the egg in a cup or small bowl and **tap** around the top to remove.
5. _____, eat the egg right from the shell or with toast.



Secondly
Then
Finally

Firstly
Thirdly



Discuss the following questions in groups.

1. According to the narrator, the modern world a complex place for many men. Do you agree? Why?
2. What are the main characteristics of a great man-to-man hug? Would you add or eliminate any of the steps in these instructions?
3. What problem can arise for men who refuse to hug their male friends?
4. Have you ever had problems greeting other people? (saying hello, goodbye, hugging, kissing on the cheek). If so, tell us what happened.



.....J.

Further Fuel:

Choose on of these random QR codes and open the page on your mobile device.

1. Read the **HOW TO** article by yourself.
2. In groups, explain to your classmates the procedures from your Wiki-How article. Remember to use the Imperative and sequencing adverbs.





←....K.

In Pairs, discuss the following questions:

1. Which article did you find most useful? Why?
2. Have you ever had problems with your toilet?
3. Are you a good dancer? Do you like dancing?
Where do you usually go dancing?
4. Would you like to speak with a British accent?
Why? Why not?
5. Do you know how to boil eggs?
Do you prefer Hard-boiled or Soft-Boiled eggs?

WARM-UP

....A.

In pairs, answer the following questions:

1. Are you a good cook? Do you know your way around the kitchen?

2. Can you name the cooking procedures on the next page?



SECTION

WRITING



....B.

Write the correct procedures under the pictures. Use the words in the boxes.



Images retrieved from: [HYPERLINK "https://bit.ly/2PDfdbby"](https://bit.ly/2PDfdbby) \t "_blank" <https://bit.ly/2PDfdbby>





←....C.

Look at the ingredients from a recipe for Easy **VEGAN** burgers. Which of the cooking-related verbs from the box do you think the recipe will use?

Easy vegan burgers

★★★★★ (12 ratings) By [James Martin](#) [Magazine subscription – 5 issues for £5](#)

PREP: 20 MINS
COOK: 1 HR, 10 MINS
plus chilling

EASY MAKES 10

Make vegan burgers with polenta and spice with cumin, chilli and coriander. Cook in the oven or on the barbecue and serve with a plant-based salsa

Freezable Healthy Vegetarian Vegan

Nutrition: per burger

kcal	fat	saturates	carbs	sugars	fibre	protein	salt
252	2g	0g	54g	12g	6g	5g	0.4g

Source: <https://bit.ly/2Pl6V25>



.....D.

Read the full recipe below.
Which cooking-related verbs from exercise B can you see in procedures? What other cooking-related verbs can you find on the recipe?

Ingredients

6 large sweet potatoes (about 1½ kg/3lb 5oz)

2 tsp oil, plus extra for the trays

2 red onions, finely chopped

2 red chillies, finely chopped (deseeded if you like)

1 tbsp ground cumin

1 tbsp ground coriander

340g can sweetcorn, drained

small bunch coriander, chopped

200g polenta

buns, salsa, onion and salad leaves, to serve

Method

1. Heat oven to 200C/180C fan/gas 6. Pierce the potato skins and place on a baking tray. Bake for 45 mins until really soft. Remove from the oven and leave to cool. Meanwhile, heat the oil in a small pan, add the onions and chillies, and cook for 8-10 mins until soft. Leave to cool.

2. Peel the potatoes and add the flesh to a bowl with the chilli onions. Mash together with the spices until smooth. Using your hands, mix in the sweetcorn, coriander, half the polenta and some seasoning. Shape the mixture into 10 burgers; it will be quite soft. Carefully dip each one into the remaining polenta; dust off any excess. Place burgers on oiled baking trays and chill for at least 30 mins. You can wrap and freeze the burgers at this stage.

3. Light the barbecue. When the flames have died down, place a large, well-oiled non-stick frying pan or sturdy baking tray on top of the bars. Cook the burgers in the pan or on the tray for 10 mins each side until nicely browned. Alternatively, heat oven to 220C/200C fan/gas 7 and cook on oiled baking trays for 15 mins. Serve in buns with a dollop of salsa, some onion and salad leaves.



QUICK TIP

lb: short for the measurement Pound (0.453 kg)

tbsp: Table spoon (measurement)

bunch: a small amount of something



←....E.

Study the following instruction expressions:

REMEMBER TO...

BE CAREFUL TO / BE CAREFUL NOT TO...

TRY TO ...

TRY NOT TO...

YOU NEED TO...

IT'S IMPORTANT TO...

IT HELPS TO...

BE SURE TO ...

ALWAYS...

Where can you fit these expressions in the Vegan Burger recipe?

e.g.: “**Remember to** heat the oil in a small pan.”

“**Try to** dust off any excess.”



←....F.

Write 7 more sentences by using the expressions from the box, and extracts from the recipe.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



←...G.

In Pairs, discuss the following questions:

Do you like burgers? What is your favorite place for **grabbing a burger**?

Do you ever cook your own burgers?

In your opinion, what ingredients are essential in a burger?

Would you be interested in trying to cook this vegan burger recipe? Why? Why not?

What does Vegan mean?

Is it easy to find vegan restaurants or **vegan dishes** in your city?



....H.

Look at the webpage below. What is the website about?

allrecipes! BROWSE Find a recipe Ingredient Search Sign In or Sign Up

Submit your Recipes!

Do you have a wonderful recipe that you'd like to share? We would love for you to upload it for the Allrecipes Community!

To submit your tasty recipe, please select **Favorites** from the pull down menu under your username on the top right of the page:

Selecting **Personal Recipes** will bring you to a collection of any recipes you have created beforehand or customized in the past. To submit a new recipe, click on the gray **Add a Recipe** box:

Once you select **Add a Recipe**, you'll be able to add information for your own recipe!

You can name your recipe, add a photo, give prep & cook times, put an eye-catching description, list the ingredients & directions, and offer the time the recipe will be ready in, how many servings the recipe makes, and how much the recipe yields.

Lastly, if you'd like this recipe to just be your recipe, you can select **Private Recipe** from the three options on the bottom of the submission page. If you're okay with anyone on Allrecipes to see your recipe, you can select **Public Recipe**. You can also submit your recipe to become a **Kitchen Approved Recipe** (terms and conditions) that will allow our Editorial team to review for reliability, allow all members to access the recipe, and add Nutrition, Scaling, and other tools that are only available to Kitchen Approved recipes.

Once you save your recipe, you can find it in **Personal Recipes**.

For tips on submitting recipes, check out these articles:

5 Tips for Submitting a Successful Recipe to Allrecipes

[Tips & Tricks for Writing Successful Recipes](#)

From Around the Web

- Pasta Upgrades That Make the Meal
- The Untold Truth of the Pioneer Woman
- Freezer-Friendly Cookies
- Things to Do With a Can of Pumpkin Besides Pie

Source: <https://www.allrecipes.com>



1. What is this page teaching readers?
2. Do the images on the page help you understand the procedures?
3. What procedure verbs can you see on the page?
e.g. select, click...
4. Does the page use sequencing adverbs to make the text more organize? which ones?
5. Which expressions from the box could you use to improve the instructions on this page?

REMEMBER TO...
BE CAREFUL TO / BE CAREFUL NOT TO...
TRY TO ...
TRY NOT TO...
YOU NEED TO...
IT'S IMPORTANT TO...
IT HELPS TO...
BE SURE TO ...
ALWAYS...



.....!

Imagine you have a profile on this cooking website. As a user, you have checked hundreds of recipes and tried some of them. Now, it is time to give back to the community.

Think of a recipe you find delicious.
Answer the following questions:

1. What is the title of the recipe?
2. Can you give a short description of the dish? Use the adjectives in the box to help you:

SWEET	BITTER	BLAND	SPICY	SAVORY
RAW	PICKLED	JUICY	SOFT	CRISPY
SMOKY	FRESH	CREAMY	HERBAL	TENDER



3. What ingredients (and what quantity) do we need to prepare the dish?

4. How long does it take to finish the recipe?
Divide the time into:

- Prep time: time to prepare the ingredients before you start cooking.
- Cooking time: time to actually blend ingredients and set the dish.
- Ready time: the full amount of time you need for both prep time and cooking time.

5. How many individual portions does the recipe serve?




.....J.

Now, write the recipe on the web page below. Remember to use the cooking related words you learned in this unit to make your recipe easier to understand.

About Me	Favorites	Friends	I Made It	My Photos	My Reviews	Personal Recipes
----------	-----------	---------	-----------	-----------	------------	------------------

You don't have any personal recipes yet.
Share your own culinary creations! [Add a recipe](#)



Add a photo
(no smaller than 160 X 160)

Recipe title

Description

Ingredients

Put each ingredient on its own line.

Directions

Put each step on its own line.

Prep time

Ready in (Optional)

Cook time

Number of servings

Source: <https://www.allrecipes.com/cook/my/create-recipe/>



←....K.

Have a look at the recipes from your classmates and answer the following questions:

1. In your opinion, which one was the best recipe? Why?
2. Were the directions / procedures clear?
3. Which recipe had the most appealing description?
4. Which one was the fastest to cook?
5. Which one has the longest preparation time?
6. Which recipe had the largest amount of servings?
7. Are any of the recipes vegan? Why? Why not?
8. Would you like to try any of your classmates' recipes? If so, which one?

WARM-UP

....A.

Look at the DIY ideas below. In your opinion, which one seems to be the most useful?

Ideas for packing wisely to save space

How to fix a broken zipper

How to clean a dirty bottle

Restyling an old carpet

Make your shoes **waterproof**

How to make **pourable** containers



SECTION

SPEAKING



....B.

Match the DIY post to the videos below.



craftypanda • Following

craftypanda Pourable Containers
Follow @hungrypanda.ig for delicious recipes!

Speed up your daily kitchen routine with an extra hand! Our food hacks are here to save the day! We came up with a bunch of prepping and cooking techniques for you to check out! *

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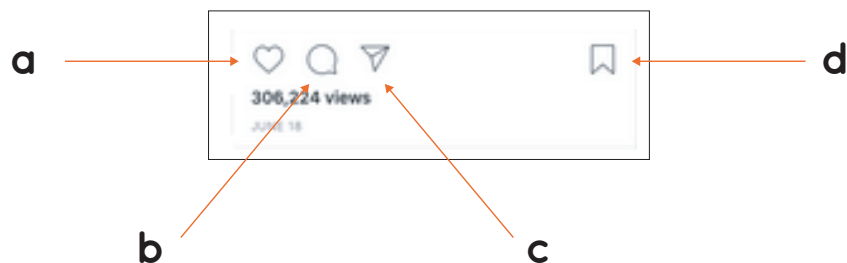
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←....C.

In groups, discuss the questions below.

1. Which of the videos is the most popular amongst viewers? How do you know?
2. What do the symbols at the bottom of each description mean?



3. In this context, what do we use the symbols # and @ for?



←....D.

Use the QR codes to watch the quick DIY videos on your device. Choose your favorite one and think about how you can explain the procedure demonstrated in the video. Make a list of useful vocabulary. Follow the example below:

HOW TO FIX A BROKEN ZIPPER

ORGANIZING IDEAS:

Firstly,
Secondly,
Finally...

USEFUL VOCABULARY:

Grab,
Pull,
Hold,
Drop of glue...

FOR EXTRA HELP:

Try not to...
It's important to...
Remember to....



.....E.

Look at the sentences below. Notice how the sounds of the words are placed together. Practice reading the sentences out loud.

1. Firstly, hold **d t** the zipper with **th y** our rig**ht h** hand.
2. Secondly, with **th y** our left hand, grab **b t** the superglue.
3. Thirdly, try **to k** keep your **r h** hand as **s steady a** possible.



←....F.

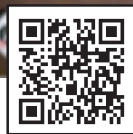
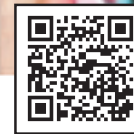
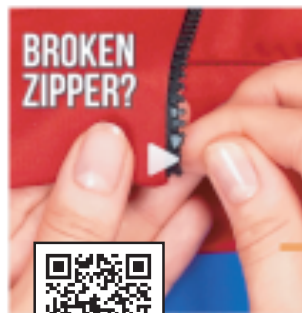
Look at the sentences from the vegan burger recipe. Use a pen to link the words you think should be pronounced together. Read them out loud and practice saying the connected sounds.

1. Pierce the potato skins and place on a baking tray.
2. Remove from the oven and leave it too cool.
3. Mash together the spices until smooth.
4. You can wrap and freeze the burgers at this stage.
5. Light the barbecue.
6. When the flames have died down, place a large, well-oiled non-stick frying pan or sturdy baking tray on top of the bars.
7. Cook the burger in the pan or the tray for 10 min each side until nicely brown.



....G.

Now, use your notes to explain the chosen video to your classmates. Try to use the connected sounds to make your speech more fluid.





....H.

Look at the video comments below.
Do you agree or disagree with the
comments? Why?
Compare your opinions in pairs.



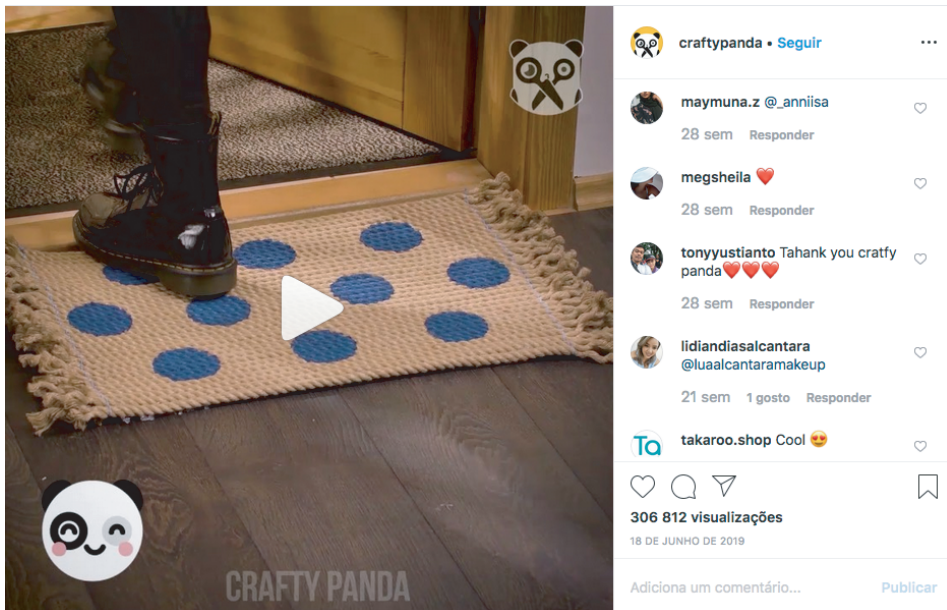
Source: <https://www.instagram.com/p/BzoPE2BhexO/>



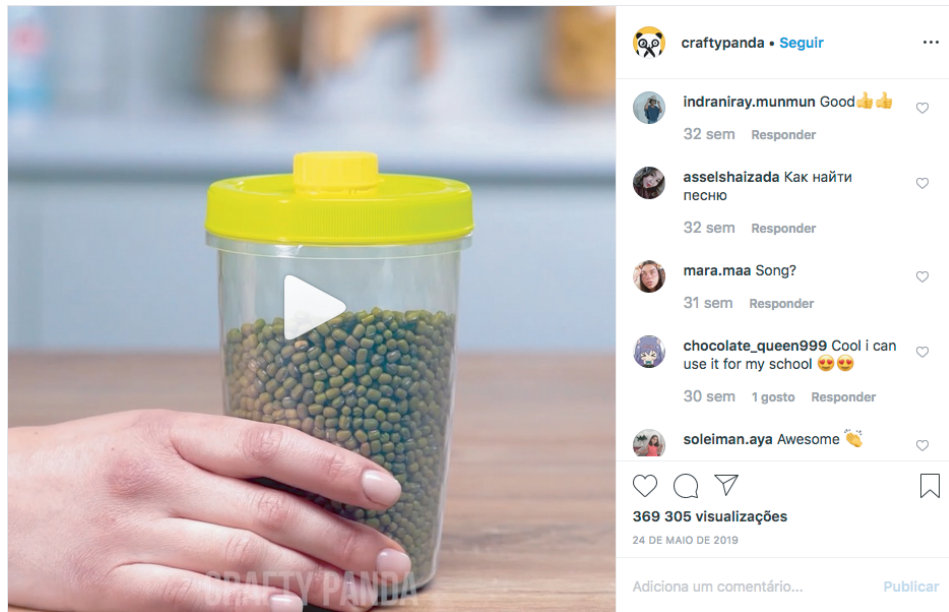
Source: <https://www.instagram.com/p/BvUzbpZID0F/>



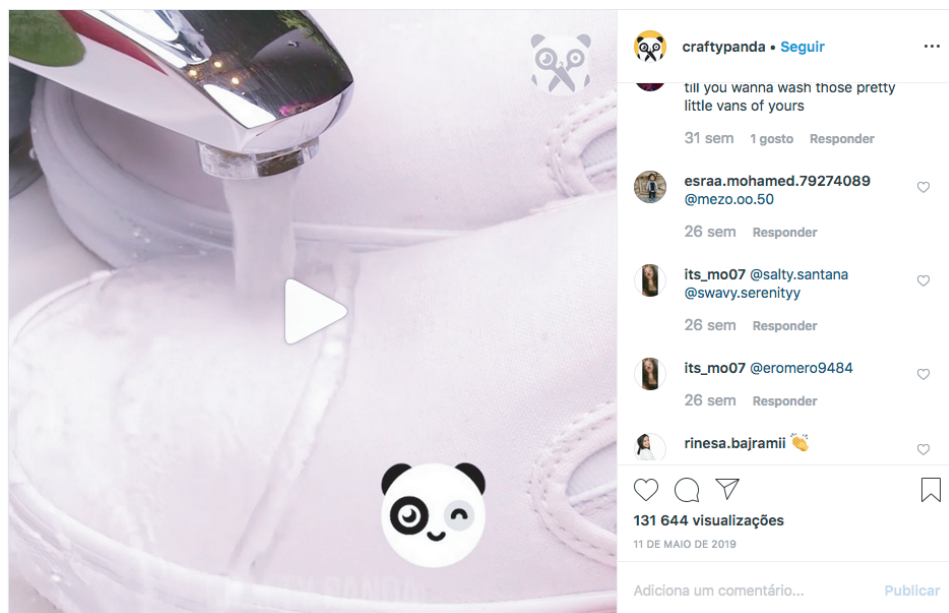
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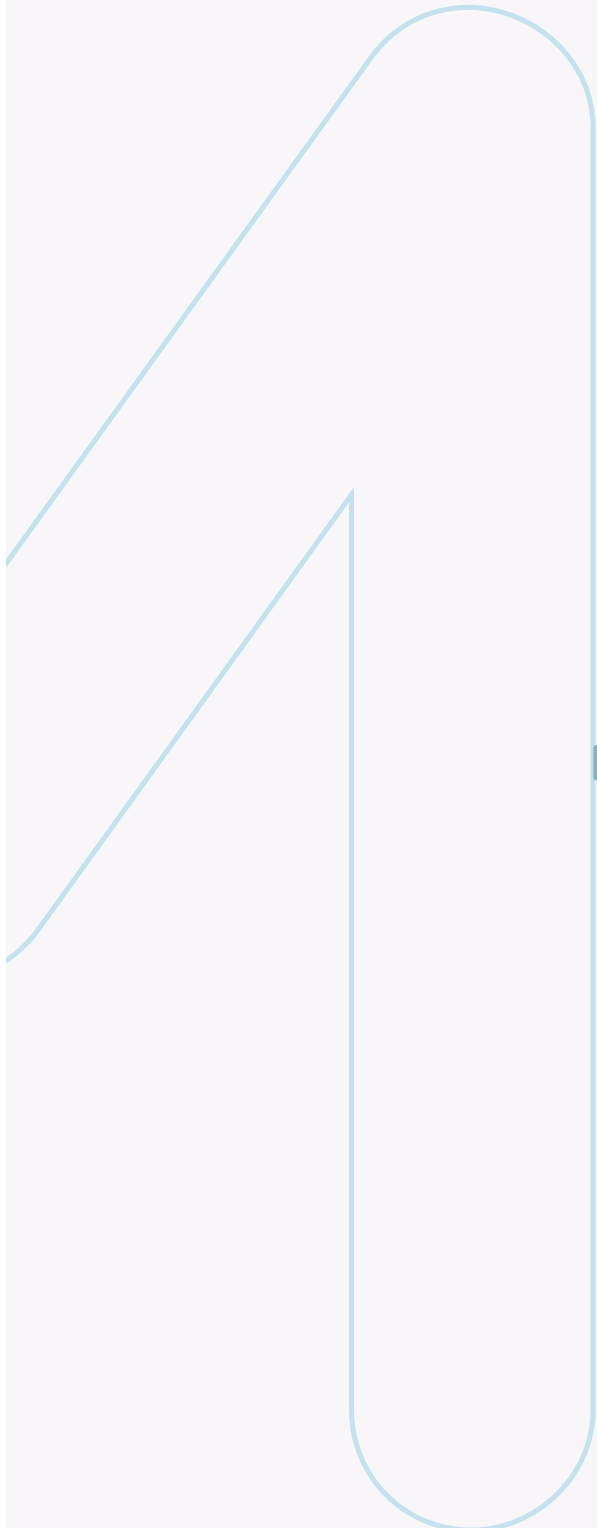
Source: <https://www.instagram.com/p/By25mXjBhnE/>



Source: <https://www.instagram.com/p/Bx0dPq8BCzj/>



Source: <https://www.instagram.com/p/BxVibsyhIkV/>



MY GLOSSARY



...My Glossary

Dear Learner: this space is reserved for you to place the definitions of new words encountered throughout your studies. Use examples, word association, doodles, anything that can help you remember the words in the future.

UNIT 1.

Advertisement: _____

booze; _____

brand: _____

cu.: _____

cutlery: _____

earmuffs: _____

freeze: _____

gender gap: _____

legroom: _____

logo: _____

pink tax: _____

pitch: _____

slip into: _____

slogan: _____

slop off: _____

swap: _____

charcoal: _____

tagline: _____

take a toll: _____

trap: _____

UNIT 2.

(@): _____

(#): _____

add: _____

avoid: _____

bake: _____

baking tray: _____

bangle: _____

beat: _____

birthday card: _____

bitter: _____

bland: _____

boil: _____

bring: _____

bunch: _____

cake: _____

chop: _____

coriander: _____

cover: _____

crafts: _____

creamy: _____

crispy: _____

cup art: _____

cut: _____

dip: _____

dish: _____

DIY: _____

eat: _____

egg shells: _____

embrace: _____

feel: _____

firstly: _____

fresh: _____

fry: _____

frying pan: _____

give: _____

go: _____

goods: _____

grab: _____

grate: _____

grill: _____

hashtag: _____

heat: _____

herbal: _____

hold: _____

home décor: _____

household tasks: _____

Huggee: _____

inhibit: _____

juicy: _____

keep: _____

lb.: _____

lean: _____

lift: _____

light up: _____

Make up: _____

mash: _____

melt: _____

mix: _____

off: _____

patchwork: _____

peel: _____

pickled: _____

pillow case: _____

place: _____

pourable: _____

punch: _____

raw: _____

recipe: _____

restyle: _____

return: _____

roast: _____

satin: _____

sauté: _____

savory: _____

scratch: _____

secondly: _____

shelves: _____

show: _____

slice: _____

slide: _____

slime: _____

smoky: _____

social media: _____

soft: _____

spicy: _____

spread: _____

sprinkle: _____

steam: _____

step: _____

stir-fry: _____

stir: _____

store: _____

strain: _____

sturdy _____

sweet: _____

tap: _____

tbps.: _____

tender: _____

then: _____

thirdly: _____

throw: _____

touch: _____

turn _____

vegan: _____

waterproof: _____

whisk: _____

wrap: _____

yolk. _____

Teacher's Guide

General guidelines:

With a focus on middle-aged and senior A2/B1 learners, this material carries a Communicative Approach to learning English through interesting, yet useful, tasks at a comfortable pace and with an up to date flow of information. All activities were developed having in mind the target audience and their preferences – information acquired through a learning styles and preferences survey.

This Teachers' guide takes you through each activity while explaining the aims of the task, suggested procedure and providing you with the answer keys. However, as this textbook follows a communicative approach and aims at mimicking real-life situations as far as possible, many of the activities carry free answers, by asking for students' opinions and offering points for debate. Therefore, you will often find that there is no correct answer for some of the activities, but rather a great number of possible answers.

This textbook advocates for student-centered activities with plenty of teacher scaffolding. Many of the activities can be expanded into further discussion, which makes the pace of classes up to the teacher-facilitator to decide. Although it is highly recommendable that learners are not rushed into finishing activities and moving on to the next sections, as this has shown to raise anxiety levels and hinder learning outcomes for this age group. That is why each section of the unit was not planned to last only one lesson, but to be adapted as conveniently as possible to students' pace and teachers' practical issues.

The proper use of the material will require learners to download a QR-code reader to their mobile devices in order to facilitate access to video and audio content in class. This also allows students to revise the material at home if they wish to. There are many free QR code reader apps available on all the app store platforms (android, IOS, Windows, etc). On the first day of lessons, go through the process of downloading the QR-code reader with your students, scaffolding when necessary.

<u>GENERAL GUIDELINES:</u>	<u>1</u>
<u>UNIT 1</u>	<u>4</u>
<u>LEAD-IN</u>	<u>4</u>
ACTIVITY A / ACTIVITY B	4
<u>READING SECTION</u>	<u>5</u>
ACTIVITY C - WARM UP	5
ACTIVITY D	5
ACTIVITY E / ACTIVITY F	6
ACTIVITY G	6
ACTIVITY H	6
ACTIVITY I	6
ACTIVITY J	7
ACTIVITY K	7
ACTIVITY L	7
ACTIVITY M	8
<u>LISTENING SECTION</u>	<u>8</u>
ACTIVITY A - WARM-UP	8
ACTIVITY B	9
ACTIVITY C	9
ACTIVITY D	9
ACTIVITY E	9
ACTIVITY F	10
ACTIVITY G	10
ACTIVITY H	11
<u>SPEAKING SECTION</u>	<u>11</u>
ACTIVITY A - WARM-UP	11
ACTIVITY B	11
ACTIVITY C	12
ACTIVITY D	12
ACTIVITY E	12
ACTIVITY F	13
ACTIVITY G	13
<u>WRITING SECTION</u>	<u>14</u>
ACTIVITY A - WARM-UP	14
ACTIVITY B	14
ACTIVITY C	14
ACTIVITY D	14
ACTIVITY E	15
ACTIVITY F	15
ACTIVITY G	15
ACTIVITY H	15
<u>UNIT 2</u>	<u>16</u>
<u>READING SECTION</u>	<u>16</u>
ACTIVITY A	16
ACTIVITY B	16
ACTIVITY C	16

ACTIVITY D	17
ACTIVITY E	17
ACTIVITY F	17
<u>LISTENING SECTION</u>	17
ACTIVITY A	17
ACTIVITY B	17
ACTIVITY C	18
ACTIVITY D	18
ACTIVITY E	18
ACTIVITY F	18
ACTIVITY G	19
ACTIVITY H	19
ACTIVITY I	20
ACTIVITY J	20
ACTIVITY K	20
<u>WRITING SECTION</u>	20
ACTIVITY A	20
ACTIVITY B	20
ACTIVITY C	21
ACTIVITY D	21
ACTIVITY E	21
ACTIVITY F	22
ACTIVITY G	22
ACTIVITY H	22
ACTIVITY I	22
ACTIVITY J	22
ACTIVITY K	23
<u>SPEAKING SECTION</u>	23
ACTIVITY A	23
ACTIVITY B	23
ACTIVITY C	24
ACTIVITY D	24
ACTIVITY E	24
ACTIVITY F	25
ACTIVITY G	25
ACTIVITY H	25

UNIT 1

Unit 1 – Sell it, don't tell it.	
Topic	The Golden Age / Consumer affairs
Genre	Advertisement
Grammar focus	Simple Past review
Vocabulary	Advertisement, booze, brand, cu., cutlery, earmuffs, gender gap, legroom, logo, pink tax, pitch, slip into, slogan, slop off, swap, charcoal, tagline, take a toll, trap.

Lead-In

Activity A / Activity B

Aim: To activate students' prior knowledge on brands and cultural aspects related to them. This exercise is an introduction to the topic students will have contact with in this unit.

Suggested Procedure: Follow the procedure indicated in the textbook in order to generate debates between students. On Activity B, extra questions can be proposed in order to expand the debate into further oral practice.

Suggested questions: How often do you consume these products? Are they good products? Do these brands have a main competitor (another brand selling the same products)?

Answer Keys:

1. Maybelline and L'Oreal sell cosmetics and health products. Lay's sells potato chips. M & M's sell chocolate candy. Converse and Nike sell shoes and other clothing items.
2. Open question. Students will come up with personal answers.

Cultural input: Many brands' logos have interesting stories behind them. Here are a couple more stories about different logos. You can use them to entertain students in this section.

Alternative Suggested Procedure: You can also use the information as an extra speaking activity whenever you see fit throughout the unit. Print the page and cut the stories into information cards. Hand out the stories to different students. Have them read the stories individually. Then, in groups, ask them then to share the story of the logo with the classmates.

Logo	Story
Apple	Legend has it that the Apple logo was dedicated to Alan Turing, who ended his life by biting into a poisoned apple. In fact, it's all much simpler: designer Robert Janoff says he made the bitten apple to show its dimensions because a whole apple can be easily confused with any other round fruit.
Ferrari	Many think that the Ferrari logo symbolizes horsepower, but that's not true. In his biography, Enzo Ferrari mentions that the horse silhouette was initially painted on the plane of Italian ace pilot Francesco Baracca. The emblem was given to Enzo by Francesco's mother after his victory in a race, and later it became the well-known symbol.
Wikipedia	It's not surprising that the worldwide encyclopedia's emblem is Earth. The puzzle pieces it consists of are a symbol of multilingualism, so each is labeled with letters of different languages. Taken together, they make the word "wikipedia" while the

	missing pieces indicate that the encyclopedia isn't finished and is constantly being updated.
Lacoste	In 1923, René Lacoste was walking down the street with the captain of his team, Alan Moore, and noticed a crocodile skin suitcase in one of the shop windows. Lacoste and Moore made a bet that if René won the next game, Alan would buy him that suitcase. Lacoste lost, but a journalist heard of this story and wrote a piece about a tennis player who hadn't won but " fought like a crocodile. " That was how Lacoste got his nickname, and his company later received the emblem of this reptile.
Mc Donalds	In 1962, McDonald's hired psychologist Louis Cheskin. He suggested replacing the Speedee the Cook logo with golden arches making an "M." His thinking was that such a shape resembles female breasts , which subconsciously arouses appetite and reminds people of their happy childhood. It's worth mentioning, though, that Cheskin didn't invent these arches himself, and they were present in the restaurants since the 1950s.
Nike	One of the most recognizable logos in the world is actually one of the cheapest ones. It cost just \$35 — that's how much Phil Knight, the owner of the company, paid student Carolyn Davidson for her work in 1971, and he wasn't even happy with the result at first. He turned out to be wrong: the swoosh emblem became amazingly successful, and it's no surprise that it's so often associated with a wing of Nike, the goddess of victory.

Source: <https://bit.ly/2te2Nhm>

Reading Section

Activity C - Warm Up

Aim: To guide students through making the connection between logos and slogans, while activating prior knowledge and raising curiosity levels for the activities that follow. It also aims at expanding the debate about proposed lifestyles and slogans in order to set the tone for critical literacy practices in the classroom.

Suggested Procedure: Follow the procedures suggested in the textbook. Have students pair up to discuss question 2.

Answer Keys:

1.

Maybelline	Make it happen
Nike	Just do it
Lay's	Betcha can't eat just one
M&M's	Melts in your mouth, not in your hand
Converse	Shoes are boring, wear sneakers
L'Oreal	Because you are worth it

2. Students should feel free to elaborate on their perceived meanings for the slogans.

Activity D

Aim: This activity works as a pre-reading set of questions to stimulate students towards personalizing and localizing the topic. It also proposes critical literacy reflections on the importance of slogans.

Suggested Procedure: Follow the procedure suggested in the textbook.

Answer Keys: Questions are open format, which means all personal answers are acceptable.

Activity E / Activity F

Aim: These activities aim at developing visual reading skills in order to aid students towards becoming autonomous readers.

Suggested Procedure: Follow the procedure suggested in the textbook. Guide students through the image analysis, scaffolding when needed. In pairs or groups, have students discuss questions 1 and 2. Ask them to support their answers with reasons.

Answer Keys: Questions are open format, which means all personal answers are acceptable.

Activity G

Aim: To develop interactive (both top-down and bottom-up) reading skills in order to help students become more autonomous readers, being able to gather information both from the images and from the written text.

Suggested Procedure: Ask students to read through the texts from each ad and answer questions 1 and 2. Afterwards, have them compare their answers in pairs. Scaffold when needed regarding vocabulary. However, try as far as possible to aid students to develop top-down reading skills in order to find out the meaning of unknown vocabulary from the context.

Answer Keys:

1. Advert 1: Beer
Advert 2: Cigarettes
Advert 3: Cars

Activity H

Aim: This activity focuses on vocabulary which is paramount for understanding the texts and the topic. It aims at expanding students' knowledge of the topic and their access to vocabulary, in order to improve their chances at developing oral skills.

Suggested Procedure: Follow the procedure suggested in the textbook. Have students do the exercise individually, and compare it in pairs.

Answer Keys:

a)	Slip into something
b)	Cu.
c)	Charcoal
d)	Slopping off
e)	Swap

Activity I

Aim: To build genre and text type awareness.

Suggested Procedure: Guide Students through the text type analysis making comparisons and noticing differences where suitable. Pair students up in order to answer the proposed questions.

Answer Keys:

1. All adverts carry a slogan and a longer explanatory text. The images are placed on the ads in order to attract the attention of specific customers.
2. The adverts are aimed at specific audiences: ads 1 and 3 are aimed mainly at men, while ad 2 can be aimed at both genres. All of the ads are aimed at adults.
3. Free answers according to students' perceptions.

Activity J

Aim: This activity focuses on the difference between slogans and taglines. It aims at making this difference clearer for students through noticing and further developing the text type and genre proposed.

Suggested Procedure: Ask students to match columns A and B individually. They can check the texts if necessary. In pairs, students compare their answers and discuss the proposed questions.

Answer Keys:

“Join the Unswitchables”	“Us Tareyton smokers would rather fight than switch.”
“Where there is life... there is bud”	“This Calls for Budwiser”
“The good looks should already be obvious to you. The rest? See your Dodge dealer”	“Pardon us while we slip into something more comfortable”

Activity K

Aim: To expand students’ knowledge of genre and text type. It also works as a revision of previous content.

Suggested Procedure: Analyze the text type structure with the students before they complete the table. Scaffold noticing of text structure when necessary. Ask students to paraphrase the ads in the tables, trying as far as possible to use their own words for explanations. Do the first table with them as a model, and have them complete the following two.

Advert 1:

Tagline:	“ <u>This</u> calls for Budweiser”
Main Argument:	Drinking budwiser with friends is fun.
Image description:	Adult men are sitting in a kitchen drinking budwiswer and enjoying their free time with friends.

Advert 2:

Tagline:	“Us Tareyton smokers would rather fight than switch.”
Main Argument:	If you are part of this community of smokers, there is nothing that will make you smoke another cigarette. These smokers are loyal to their brand.
Image description:	A young adult girl looks happy while smoking her cigarette. She has a black eye which implies fighting

Advert 3:

Tagline:	“Pardon us while we slip into something more comfortable”
Main Argument:	This car is more comfortable than clothes.
Image description:	On the first image, four girls are naked behind a dressing blind and in front of the car. On the second image, the blind is gone, and the girls are inside the car, which implies they are still naked.

Activity L

Aim: To wrap up the genre tasks by working with some general opinion questions as well as general comprehension questions.

Suggested Procedure: Ask students to discuss the questions in groups of three or four. Larger groups might hinder some students’ participation. When students reach question 4, scaffold their discussion by making suggestions and providing them with vocabulary when needed.

Answer keys: All answers are about personal perceptions and points of view, which means there are no wrong answers.

Activity M

Aim: Build further discussions and provide students with an extra opportunity for oral skills practice.

Suggested Procedure: Follow the procedure suggested in the textbook. Individually, students choose one of the ads and make notes. After having made notes, group students who have chosen the same ad. They can discuss their notes and work together on possible changes.

Before presenting their ideas, have students use their mobile devices to read the QR code on the page. The code will link them to a video on a pitch model from the TV Series *Mad Men*, which is set on the 1960ies and threads the story of advertisers in the golden age of advertising.

Cultural input: *Mad Men*, American television drama series that aired (2007–15) on the American Movie Classics(AMC) cable network and was widely praised for its nuanced representation of social life in the 1960s and for its stylish visual flair.

The show was created by Matthew Weiner, who had previously served as a writer and a producer on several TV series, most notably *The Sopranos*. *Mad Men*'s first season, set in 1960, introduced viewers to Don Draper (played by Jon Hamm), the handsome and talented creative director of New York City advertising agency Sterling Cooper. (The show's title was a reference to the denizens of Madison Avenue, the Manhattan street where many advertising companies have traditionally been located.)

As the series progressed, it skillfully explored the complexities of its characters and their professional and personal travails. Though Don's life is often looked upon with envy or admiration, early in the narrative he is dissatisfied in his marriage (from which he frequently strays) and burdened by a secret about his past. (The revelation that Don had stolen the identity of a fellow soldier in the Korean War was one of the show's major plot points.) For many viewers, however, the most compelling aspect of *Mad Men* was its historical setting. With each season structured around a successive time frame within the 1960s, the show—which by the seventh season had advanced to 1969—took pains to faithfully depict the era's rapidly changing fashions and social mores, from attitudes toward alcohol to philosophies on parenting.

Source: <https://www.britannica.com/topic/Mad-Men>

Listening Section

Activity A - Warm-Up

Aim: To provide students with an opportunity to review the genre/text type structures presented in the last section. Then, students were acquainted with the golden age of advertising. This warm up works as a link between the golden age of advertising and the golden age of air travel. As you can see, the ad which opens the section is both from the golden age of advertising and the golden age of air travel. It is also a chance to activate prior knowledge on the topic in order to better grasp the listening in the next activity.

Suggested Procedure: Analyze the advertisement with the students. Elicit text type and genre characteristics they might remember from the last section. Pair up or group the students into small groups, so that they can discuss the questions proposed on the page.

Answer Keys: Questions are open-ended. There is no wrong answer.

Activity B

Aim: This first contact provides students with an opportunity to develop top-down comprehension skills, as it allows them to get the gist of the video before moving on to specific information comprehension in the next activity.

Suggested Procedure: Discuss the title of the video with the students and predict what sort of information they might see. Then, ask them to watch it once and answer the question proposed.

Answer Keys: Luxury, delicious food, faster than the types of transportation at the time; it was already part of the holiday, instead of just a way to get to the destination.

Activity C

Aim: To provide students with the chance of developing listening comprehension skills.

Suggested Procedure: Tell students to watch each section of the video twice – once for answering the question and the second time to check their answers. This allows both fast finishers and lagers to be engaged in the activity.

Answer Keys:

Section 1:

1. A
2. A

Section 2:

1. C
2. A

Section 3:

1. C
2. C

Activity D

Aim: To set a break in students' expectations regarding the video. It provides them with topics for discussion in order to promote oral skills practice.

Suggested Procedure: divide students into small groups and ask them to discuss the proposed questions. Scaffold vocabulary or any other issues if necessary, in order to keep discussions flowing.

Answer Keys:

1. Noise, bumpy rides, long haul flights divided into many sections.
2. Dangerous trips with risks of injury.

Activity E

Aim: Provide students with an extra chance of oral skills development through a light and informal discussion. Here, they have the chance to personalize the topic by providing their own opinions.

Suggested Procedure: Pair up students in a creative way to promote a light atmosphere in the classroom. Ask the pairs to discuss each of the points and provide reasons for their answers. Alternatively, after the first round of pairs, you can switch the pairs and ask them to report on their previous partners' choices. This helps building reported speech and provides extra chances of oral skills development in a fun way.

Answer Keys: Free Answers.

Activity F

Aim: This activity works as the culmination of skills developed in this and the previous section. It gives students a chance to personalize the topic and localize the issues proposed in the section.

Suggested Procedure: Give students some time to reminisce and come up with a product of their choice. Then, give them a couple minutes to make the notes on the chart. In pairs, ask students to compare their notes and tell each other about the chosen products.

Answer Keys: Free answers.

Model Answer:

Product or service:	Telex
Nowadays:	Emails.
In the past:	A machine that transmitted messages. It was like a computer with a keyboard. The message was recorded in a dotted tape. The tape was placed in another slot of the same machine, and the message was transmitted to another machine of the same sort in a different location.

Activity G

Aim: Help students notice the use of Simple past with and without explicit specific time expressions.

Suggested Procedure: Ask students to read and understand the sentences from the listening activity individually and answer the proposed questions. When they reach question 3, read the quick tip with them and explain if necessary. Go back to the sentences from the exercise and elicit the differences between them – with and without time expressions in order to reinforce the usage. Then, on exercise 4, ask students to complete the gaps individually and, then, to compare their answers in pairs. Although this exercise is meant as revision, some students might require a re-explanation of the uses of past tenses. If necessary, take the time to explain different uses and provide students with examples. Allow time for them to make notes in their personal notebooks or on the textbook. Remind students of spelling rules when using the simple past of regular verbs.

Answer Keys:

1. The past
2. A.
3. B.
- 4.1. Serve passengers, being thin, being single and outgoing, have nice legs.
- 4.2. It worked by carrying all the luggage to and from the plane by hand. It was also complicated to retrieve luggage after the flight, as the information systems we have today did not exist in the past.

5. Gapped Text

1. was
2. grew
3. progressed
4. was
5. decided
6. didn't always have
7. travelled
8. meant

9. were
10. could
11. was.

Activity H

Aim: Wrap up the topic discussed in the section while developing oral skills.

Suggested Procedure: Ask students to go back to their notes on activity F and use the questions proposed in H to guide their talk. In pairs, students tell each other about the product / service chosen for activity F. Remind them to use the correct past tense. Scaffold if necessary. For groups of weaker students, ask them to plan their talk by writing sentences with the correct verb tense in their notebooks. After having written, they can use the sentences as notes while they speak.

Answer Keys: Free answers.

Speaking Section

Activity A - Warm-Up

Aim: To introduce the topic discussed in this section, the Pink Tax. Before reading the text, this activity works as prior knowledge activation for students, also giving them a chance to personalize the topic and to start building a fruitful reflection on their own reality regarding the pink tax.

Suggested Procedure: Read the title of the text with the students and ask them what the text might be about. Then, ask them to analyze at the pictures from the article and think about why these products were chosen to illustrate the article. Ask students to read the first paragraph individually and come up with answers for questions 1, 2 and 3.

Answer Keys:

1. The pink tax refers to extra money people have to pay for products just because they are meant for female consumers.
2. Laxatives.
3. Free answer.

Activity B

Aim: To provide students with an opportunity to develop oral skills in free discussions with support from the pictures.

Suggested Procedure: Ask students to arrange themselves into groups of 3 or 4. Larger groups may hinder discussion opportunities for shyer learners. Ask students to analyze the pictures and identify the products presented and the price differences. Then, invite them to take part in the group discussion by asking each other the proposed questions.

Extra practice: On the page, you will find a link to the original article on the Huffington Post website. If discussions are flowing, ask students to go to the website and read the rest of the article. Then, carry out a short debate on the meaning of the pink tax to the consumer market and the impact this might have on their lives. This provides students with a chance to develop critical thinking skills. Alternatively, if discussions aren't flowing in class, set the text for homework and carry out the short discussion on the following lesson.

Answer Keys: Free answers.

Activity C

Aim: Continuing the topic of consumer affairs and the pink tax, this activity provides visual and listening input to generate further debate.

Suggested Procedure: Ask students to watch the video once and answer the proposed question.

Answer Keys: Any type of hygiene and cosmetic products, clothes and toys.

Activity D

Aim: As a second contact with the video, this activity aims at developing both listening and speaking skills.

Suggested Procedure: Ask students to watch the video again and try to understand points missed in the first listening. Scaffold if necessary – stop, play again, clear vocabulary doubts etc. Ask students to answer the questions individually on their notebooks. Alternatively, for enthusiastic groups, ask them to simply debate the questions in pairs, instead of writing. This will help them build oral skills.

Answer Keys:

1. Market segmentation refers to how marketing for several products create different marketing strategies for female and male consumers.
2. The color pink wasn't always associated with girls. In the past, the color blue was mostly associated with girls.
3. Companies have chosen to do so because it provides them with extra opportunities to profit from consumer markets.
4. Most people are go directly to their own gender's section of products and forget to check the other sections.
5. Color, geometrical features, shape, size, contrast.
6. Free answer.

Activity E

Aim: To provide students with opportunities of further semi-structured oral skills practice. Here, they have a chance to learn how a survey works by carrying out a shot one in the classroom. The graph at the end of the survey will give students an insight into their own reality as consumers.

Suggested Procedure: Ask students to walk around the classroom and ask their colleagues the multiple-choice questions in the survey. Remind them to make notes on a separate sheet of paper. It is important to make notes on all the answers by all the surveyed students. This means they should develop a data recording strategy. A simple strategy is making lines so as to complete a square for each option of each question.

e.g.:



1. You are:

- Male. 
- Female. 
- I'd rather not use any labels. 

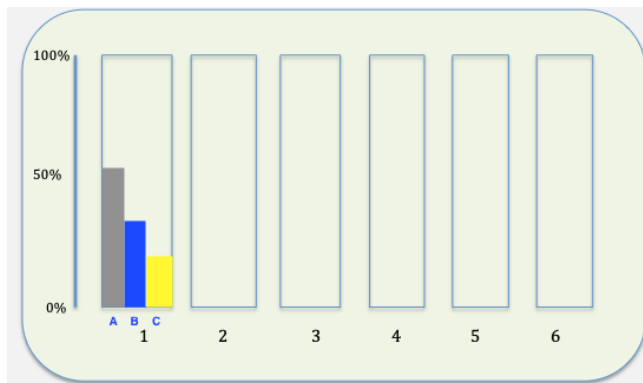
After having carried out the survey, guide students through the graph-building task. In the graph, each bar represents one question. Each question is divided into 3 options. Therefore, each bar should be divided into three narrower bars, set next to each other. Let us consider the example above, with a total of 10 students to build the first bar of the graph with percentages.

Male = 5 students, or 50%

Female = 3 students, or 30%

I'd rather not use any labels = 2 students, or 20%.

Thus, the first section of the graph should look like this:



After having built the graph, invite students to consider their findings and propose a debate on the consumer profile of the classroom.

Alternative treatment: If the class is very small, ask students to carry out the survey with as many people as possible from their own contexts (home, work, etc), and help them build a graph in the following lesson. Carry out the reflection and discussion in the same way.

Activity F

Aim: To offer a life-like task so that students can build meaningful oral production in the classroom.

Suggested Procedure: Read the procedure with the students. Scaffold vocabulary when necessary. Explain what is the department of consumer affairs and ask them to think if there is such a department in their city. (Normally, in Brazil, the department which concerns itself with consumer affairs is called *PROCON – Programa de Proteção e Defesa do Consumidor*. Explain to students that this is a real survey that was carried out in New York City. Ask them to read through the findings on the table and answer the proposed question.

Answer Keys: Underwear.

Activity G

Aim: Having looked through the findings and having carried out the discussions proposed in this speaking section, students are now asked to consider the same debate as being carried out in their own city.

Suggested Procedure: Organize students into groups so as to mimic the consumer affairs department open debate session. Ask students to discuss the proposed questions keeping in mind that their opinions need to be clearly stated so that others who participate in the open session can understand their point of view. Scaffold when necessary so as to keep the debate flowing. Help with turn taking so that all students get a chance to participate. In order to mimic the department open session, have students sit in a large circle, so everyone can be seen during the debate.

Answer Keys: Free Answers.

Writing Section

Activity A - Warm-Up

Aim: To activate prior knowledge on online purchases, as an expansion of the consumer affairs topic.

Suggested Procedure: Pair up students and ask them to discuss the questions in pairs. After the pair work, have a class feedback so that students get a general consumer profile of the classroom.

Answer Keys: Free Answers.

Activity B

Aim: To provide students with a real-life model of a purchase website in order to build knowledge on format, internet language and cultural aspects of online shopping.

Suggested Procedure: Analyze the page with the students. Point out different features such as the product picture, the different sections for product evaluation and review, as well as “buy” or “add to cart” buttons and their meanings. After having analyzed the features, ask students to label the selected items on the model page.

Answer Keys: In order of appearance: Product, price, product description, customer reviews.

Activity C

Aim: To facilitate the first contact of students with a model review.

Suggested Procedure: Ask students to read the reviews on the model page individually and choose from the options provided. Then, have a general class feedback, or organize students into pairs so that they can discuss their answers. Ask students to identify sentences, words or expressions which indicate positive or negative feedback. Noticing features in the model is very important for students to be able to build their own reviews further on.

Answer Keys: The reviews are mixed.

Activity D

Aim: To provide other text types of the same genre. The reviews presented here carry a bit of humor as one of the features.

Suggested Procedure: Ask students to read the reviews and compare them with the ones from the previous exercise. Elicit differences in features and text type. Then, ask students to fill in the checklist about the 5 reviews presented, and compare them. Scaffold when necessary.

Answer Keys:

Review	1	2	3	4	5
Has a title	✓	✓	✓	✓	✓
Highlight positive aspects		✓		✓	✓
Highlight negative aspects	✓		✓	✓	
Uses adjectives to describe the product	✓	✓	✓	✓	✓
Is relevant to other buyers	✓	✓	✓	✓	✓
Elicits reasons for why he/she has bought the product	✓			✓	✓
Uses humor to make the text more interesting				✓	✓

Activity E

Aim: To wrap-up the genre noticing tasks with a light personalized discussion.

Suggested Procedure: Ask students to compare their notes from the previous exercise in pairs and answer the questions proposed.

Answer Keys: Free Answers.

Activity F

Aim: Brainstorming for the writing cycle.

Suggested Procedure: Ask students to think about the last product they have bought, or any product they have bought in the last year. As they come up with answers for the proposed questions, ask them to write notes on paper. These notes can be used later in the section, to build the written task.

After answering the questions and making notes, go through the product ratings with the students, and model an answer on the board if you think its necessary.

Answer Keys: Free answers.

Activity G

Aim: To guide students through formatting a product review on a website.

Suggested Procedure: Analyze the features of the model review input page with the students. Ask them to use the notes they have made on the questions proposed in activity F to organize their review on the model page. Remind them to use the other reviews as a model format, size and register, as the checklist as a guide of possible features in a review.

Answer Keys: Free writing task.

Activity H

Aim: To provide feedback as part of the writing cycle and to promote students' awareness of genre through revising each others' tasks.

Suggested Procedure: After students have finished writing their review, invite them to switch them in pairs and revise each others' work. They can make notes in pencil on the paper if you find it useful. After revising, ask students to write a second – improved – version of their review. This final version can be shown in an in-class (or school) exhibition to promote self-confidence in writing.

After the exhibition, have students discuss the questions as a section wrap up.

Answer Keys: Free answers.

UNIT 2

Unit 2 – DIY	
Topic	Do it Yourself
Genre	Procedure
Grammar focus	The Imperative form / sequencing adverbs, instruction expressions / Connected Speech.
Vocabulary	(@), (#), add, avoid, bake, baking tray, Bangle, beat, birthday card, bitter, bland, boil, bring, bunch, cake, chop, coriander, cover, crafts, crafts, creamy, crispy, cup art, cut, dip, dish, DIY, eat, egg shells, embrace, feel, firstly, freeze, fresh, fry, frying pan, give, go, goods, grab, grate, grill, hashtag, heat, herbal, hold, home décor, household tasks, Huggee, inhibit, juicy, keep, lb., lean, lift, light up, make up, mash, melt, mix, off, patchwork, peel, pickled, pillow case, place, pourable, punch, raw, recipe, restyle, return, roast, satin, sauté, savory, scratch, secondly, shelves, show, slice, slide, slime, smoky, social media, soft, spicy, spread, sprinkle, steam, step, stir-fry, stir, store, strain, sturdy, sweet, tap, tbps., tender, then, thirdly, throw, touch, turn vegan, water-proof, whisk, wrap, yolk.

Reading Section

Activity A

Aim: To introduce the DIY topic while activating prior knowledge to facilitate comprehension. This activity also aims at setting the ground for debates on Internet and online language.

Suggested Procedure: Ask students to study the images on the page. As a whole class, ask them to answer the proposed question.

Answer Keys: Free answer.

Activity B

Aim: To work with vocabulary as a means to build prior knowledge for the following activities.

Suggested Procedure: Ask students to connect the words with the images individually. In pairs, have them compare their choices in order to come up with the correct answers.

Answer Keys: In order of appearance: Shelves, Patchwork, Home Décor, cup art, make up, birthday card, bangle, cake, pillow case.

Activity C

Aim: To stimulate students and set the ground towards carrying out discussions on the issues proposed in the unit.

Suggested Procedure: Ask students to sit in small groups and ask each other the questions.

Answer Keys: Free answers.

Activity D

Aim: To provide the first contact with the article on DIY.

Suggested Procedure: Ask students to read the title and analyze the page. Have them speculate on the topic approached in the article and what kind of ideas they might find there. Then, ask them to read quickly through the text in order to find the answer for the question proposed.

Answer Keys: DIY largely means “Do it Yourself”. Specifically, according to the article, it means carrying out a project by yourself, but with guidance from videos, mentors, instructions if needed.

Activity E

Aim: To build interactive reading skills.

Suggested Procedure: Ask students to read the true or false sentences before reading the article. Then, ask them to read the text carefully and pay attention to details. Only then have them label the questions with true or false.

Answer Keys:

1. F
2. T
3. F
4. F
5. T

Activity F

Aim: To stimulate students towards carrying out discussions with confidence.

Suggested Procedure: Organize students into pairs and have them answer the first question proposed. Together, they follow the sequence of questions while explaining their reasons for the answers provided.

Answer Keys: Free answers.

Listening Section

Activity A

Aim: To stimulate students’ interests in the topic and generate light and informal debate in the classroom.

Suggested Procedure: Ask students to analyze the topics of each How-to article and consider carrying out these projects. Have them discuss the question proposed in pairs or small groups. Larger groups might hinder the chances of shyer students oral production.

Answer Keys: Free Answers.

Activity B

Aim: To introduce the instructions genre format in small bits.

Suggested Procedure: Ask students to read through the pieces of instructions and match them with the How-to articles from activity A.

Answer Keys:

- Instruction 7 – How to know if a girl likes you.
Instruction 1 – How to unclog a toilet.
Instruction 3 – How to dance.
Instruction 2 – How to open a can without a can opener.
Instruction 5 – How to clean white shoes.
Instruction 4 - How to speak with a British accent.

Activity C

Aim: To stimulate students to predict content when dealing with oral skills by activating schemata.

Suggested Procedure: Ask students to read the title of the video and analyze the page. Then, in pairs, have them come up with a quick step-by-step approach to giving a man-to-man hug and share it with the class.

Answer Keys: Free answers.

Activity D

Aim: To provide students' with a first contact with the listening activity and to promote top-down listening comprehension.

Suggested Procedure: have learners watch the full video once and check if their procedure was close to the instructions suggested.

Answer Keys: Free answers.

Activity E

Aim: To promote interactive listening comprehension skills with attention to detail.

Suggested Procedure: Have students watch the video a second time and ask them to pay attention to the sub-heading (steps). Ask students to complete the second column of the chart with the sub-heading titles.

Answer Keys:

1. When to hug
2. The Approach
3. Embrace
4. The Pat
5. The Break

Activity F

Aim: To expand the listening interactive skills and to promote comprehension of the grammar used in the genre “instructions” or “Procedure”.

Suggested Procedure: Ask students to watch the video a third time paying attention to the verbs used. While they listen, students can use the verbs in the box to fill in the gaps in the third column of the chart.

Answer Keys:

- 2.2. Spread
- 2.3. Lean
- 2.4. Tilt

-
- 3.1. Step
 - 3.2. Should go
 - 3.3. going
 - 3.4. Show

3.5. Keep

3.6. Hold

4.1. Touch

4.2. Give

5.1. Lift

5.2. Slide

5.3. Could

5.4. Throw

5.5. Return

5.6. Feel / Avoid / scratch.

Activity G

Aim: To guide students through noticing verb patterns in instructions/ procedures. To provide students with an opportunity to practice using the imperative in instructions / recipes.

Suggested Procedure: Explain to students that when writing a procedure text, we usually follow a verb pattern. Tell them to analyze the verbs from the box and figure out what is the most common verb tense used. Before starting the task, ask students if they know how to make boiled eggs. Explain there are several types of boiled eggs. This can generate a short discussion. Let it flow, as it stimulates students' interests in the task. Once the discussion dies out, ask students to read through the recipe and place the verbs from the box in the correct gaps.

Answer Keys: The imperative.

1. Place
2. Cover
3. Add
4. Bring
5. Turn off
6. Strain
7. Store
8. Tap
9. Eat

Activity H

Aim: To guide students through noticing sequencing adverbs in recipes and other instruction tasks.

Suggested Procedure: Ask students to go back to the chart and notice the use and organization of the words in blue. Elicit the use and explain if necessary. Ask students to complete the next recipe with the sequencing adverbs from the box.

Answer Keys:

1. Firstly
2. Secondly
3. Thirdly
4. Then
5. Finally

Activity I

Aim: To wrap up the section by reviewing some of the content through oral skills practice.

Suggested Procedure: Organize the students into groups. Ask them to discuss the questions. Scaffold when necessary and make sure all students get a chance to participate in the discussions.

Answer Keys: Free answers.

Activity J

Aim: To provide extra oral skills practice opportunities for learners by using reading input and the content from the section to produce oral instructions.

Suggested Procedure: Tell students to use their mobile devices to read one of the QR codes on the page. They will link to one of the How To articles suggested in the beginning of the section. Tell students to read individually and try to understand the instructions well enough to explain them to other students. They can make notes if necessary. After having read the instructions, the learners will explain them to their group by using the skills practiced so far in the unit.

Answer Keys: Free answers.

Activity K

Aim: To stimulate oral skills practice through a wrap up discussion.

Suggested Procedure: Ask students the first question. You can carry out the discussion as a full class feedback, or maintain the group work.

Answer Keys: Free answers.

Writing Section

Activity A

Aim: To activate schemata while personalizing the topic and generating oral skills practice.

Suggested Procedure: Organize students into pairs and ask them to discuss the questions. If interesting facts arise and students are interested in the debate, make it grow into a full class feedback to stimulate oral practice further.

Answer Keys: Free Answers.

Activity B

Aim: To activate schemata and build vocabulary as scaffolding for the following activities.

Suggested Procedure: Ask students to identify the images and write the correct word from the box under the pictures. Scaffold if necessary. But try to guide students through getting to the answers by elimination and bottom up processing.

Answer Keys:

1. mash
2. stir
3. whisk
4. melt

5. mix
6. chop
7. peel
8. slice
9. beat
10. cut
11. grate
12. sprinkle
13. sauté
14. stir-fry
15. steam
16. Roast
17. Grill
18. Fry
19. Boil
20. Bake

Activity C

Aim: To provide students with a model for a recipe website, to activate prior knowledge and to stimulate students' curiosities.

Suggested Procedure: Before looking at the ingredients, explore the website image and information. They are helpful for students to build links with real-life situations. Go through the elements on the page eliciting the reasons for the features to be on the page and their meaning. Then, ask students to go through the ingredients. Scaffold if necessary, and ask them to answer the proposed question.

Answer Keys: Free answer.

Activity D

Aim: To revise content from the previous section (procedure structure and the Imperative).

Suggested Procedure: Ask students to read the recipe and underline some of the verbs from the box in exercise B. Then, ask learners to circle all other verbs in imperative that can be found in this recipe.

Answer Keys:

1. Heat, Bake, Peel, Mash, Mix.
2. Pierce, place, remove, add, leave, shape, dip, dust off, wrap, freeze, light, serve.

Activity E

Aim: To provide students with useful language for writing recipes and other procedure genres.

Suggested Procedure: Ask students to read the expressions in the box and try to figure out their meaning. At this stage, most students will be seeing these expressions as a review.

Answer Keys: The expressions can be placed right before any of the verbs in imperative. Accept all possible answer from students, making sure to show them the various possibilities and how they change the emphases.

Activity F

Aim: To provide further practice for students to better grasp the use of the expressions presented in activity E.

Suggested Procedure: Ask students to use the expressions from the box and extracts from the recipe to write another 7 sentences.

Answer Keys: Accept all possibilities.

Activity G

Aim: To provide students with extra contextual oral skills practice.

Suggested Procedure: Have students organize themselves into pairs and discuss the questions. Afterwards, try to have a class feedback in order to stimulate students towards speaking further.

Answer Keys: Free Answers.

Activity H

Aim: To facilitate students' contact with webpages by providing them with a model.

Suggested Procedure: Analyze the page with the students. Help them notice details and how the information is organized. Then, ask students to answer the questions individually and compare answers in pairs.

Answer Keys:

1. The page is teaching readers how to submit a recipe to the website.
2. Free answer. However, the images are meant to serve as a visual step-by-step approach to submitting the recipe.
3. Submit, select, click, give, put, list, offer, allow, save.
4. Yes. Lastly.
5. All expressions could be used before the imperative.

Activity I

Aim: To scaffold students towards taking steps to write a recipe.

Suggested Procedure: Help students through the brainstorming process. Ask them questions such as “what kind of recipes can you cook? Sweet or savory?” or “What is the most delicious dish you have ever cooked?” Scaffold whenever necessary, be it with structure or vocabulary when producing the short descriptions. Tell students to refer back to the recipe model whenever necessary and try to figure out the answers to their questions by themselves before teacher scaffolding. It is important to build student awareness and autonomy.

Answer Keys: Free answers.

Activity J

Aim: To produce a writing piece within the recipe genre.

Suggested Procedure: Tell students to use their notes from the previous activity to organize their recipe on the posting webpage. This activity can be expanded into stages of the writing cycle. After producing a first draft, you can pair up students and have them produce peer feedback on each other's pieces. Then, students can write a second version with corrections. Alternatively, this second version can be set as a homework assignment, with the wrap-up activity being left for the following class.

Answer Keys: Free answers.

Activity K

Aim: To wrap-up the recipe genre-focused tasks with a discussion which personalizes content in order to keep students motivated, and to provide students with a chance to revise content in a fun way.

Suggested Procedure: Before starting the discussion, have an exhibition of all the recipes produced in the class. You can hang them on the walls, or work with any other kind of exhibition, be it posting on an Instagram page, or a sharing scheme in the classroom or any other virtual social network. Then, ask students to share their opinions to each of the questions as a large group. If time and practicality allow, the class can choose one of the recipes to work on a cooking lesson, or even have an event in which each student produces a recipe for others to try in class.

Answer Keys: Free answers.

Speaking Section

Activity A

Aim: To introduce students to the bulk of speaking activities by activating prior knowledge while personalizing content and building student curiosity.

Suggested Procedure: Ask students to read the DIY ideas and consider which one they think would be the most useful. If students show interest, you can expand the activity by asking them follow up questions such as “which one do you think would be the easiest one? And the hardest one to carry out?”

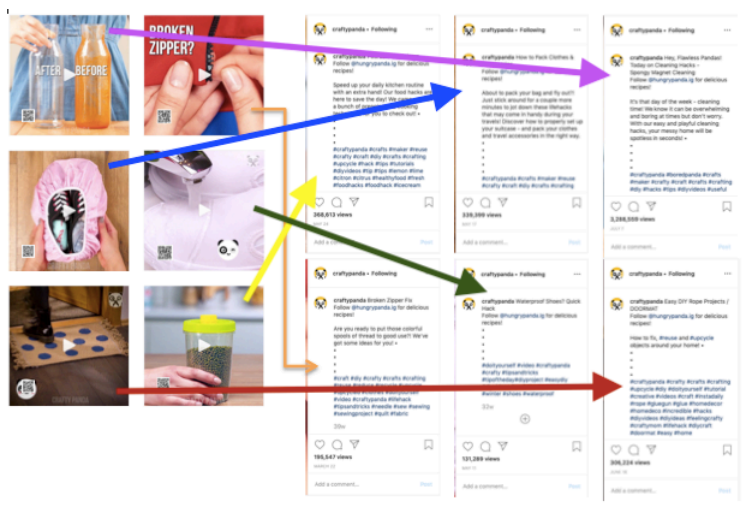
Answer Keys: Free answers.

Activity B

Aim: To introduce students to social network language and text type (format) while building vocabulary and cultural aspects.

Suggested Procedure: Ask students to have a look at the images on the left and read the instagram descriptions on the right. Then, individually, students should match each description with an image. Be sure to explore the descriptions and the elements on the instagram page, such as the content of hashtags and how they are used in the descriptions.

Answer Keys:



Activity C

Aim: To introduce Instagram language through symbols.

Suggested Procedure: Ask students to analyze the posts in order to answer question 1. Then, ask them to get together in small groups to discuss questions 2 and 3. Scaffold if necessary.

Answer Keys:

1. Spongy Magnet Cleaning, with 3,288,559 views. We can tell because the post keeps count of the number of views.
2. The little heart is a “like” button, which you can click if you liked the video. It shows other users how many people have liked it, in order to measure its popularity. The speech bubble is used to place comments. So, if you would like to leave a comment under the video description, you can click on the speech bubble. It will open up a comment bar for you to write. The little arrow pointing up is used for sharing content. If you would like to send this video to one of your contacts inside the social network, you click on this button. It will open a page with all your Instagram contacts, where you can select the person who you would like to send it to and write a message to accompany the post, if you like. The little flag on top is used to saving posts to your personal profile desktop. If you like a post and would like to check it later, this button makes it easier for you to find it. It will save the post on a personal list you keep on your system inside the social network.
3. The symbol (#) is used for tagging content. When you research a term on the social network search button, all the content that was saved with a (#) and the word you looked for will appear. It is a way to organize posts by content and measure user engagement (popularity) with the term used.

Activity D

Aim: To aid students in building a coherent instructions speech.

Suggested Procedure: Ask students to use their mobile devices to read the QR code on the video pictures on activity B. They should watch the video as many times as needed. The video carries no verbal instructions, only visual. That means students will have to use the content from the previous sections in order to build their procedure oral speech. Making notes is paramount for aiding student speech organization. Therefore, scaffold whenever necessary regarding structure or useful vocabulary. Encourage students to keep a glossary on their notebooks in order to help them have easy access to vocabulary from each unit. Aid students in making notes and organizing their ideas for the speech.

Answer Keys: Free answers.

Activity E

Aim: To improve connected speech pronunciation and encourage students’ to feel more confident when speaking.

Suggested Procedure: Analyze the sentences with students and model pronunciation as many times as you see fit. This activity is meant to help build student confidence, not to have students memorize rules of connected speech. Therefore, we only focus on aiding pronunciation instead of explaining rules. This exercise does not focus specifically on weak forms, but rather on noticing how one sound is transformed into

another without interrupting the speech. Have them repeat the correct pronunciation and practice saying the sentences out loud.

Answer Keys: Free answers.

Input: “What connected speech is?”

[...] When students see a spoken sentence in its written form, they have no trouble comprehending. Why is this? The reason, it seems, is that speech is a continuous stream of sounds, without clear-cut borderlines between each word. In spoken discourse, we adapt our pronunciation to our audience and articulate with maximal economy of movement rather than maximal clarity. Thus, certain words are lost, and certain phonemes linked together as we attempt to get our message across.”

Source: <https://bit.ly/2QI4kED>

Activity F

Aim: To practice noticing connected speech in sentences.

Suggested Procedure: Ask students to use a pen or pencil to link the bits they think connect in speech. Help them by modeling pronunciation if necessary.

Answer Keys: Suggestions:

1. Pierce the potato skins and place on a baking tray.
2. Remove from the oven and leave it too cool.
3. Mash together the spices until smooth.
4. You can wrap and freeze the burgers at this stage.
5. Light the barbecue.
6. When the flames have died down, place a large, well-oiled non-stick frying pan or sturdy baking tray on top of the bars.
7. Cook the burger in the pan or the tray for 10 min each side until nicely brown.

Activity G

Aim: To practice oral skills by producing a instructions / procedure speech.

Suggested Procedure: Encourage them to practice once before talking to the group. They can record their own voice on their mobiles and listen to it in order to notice any possible changes to the first version. Then, when they feel more confident, ask them to gather into groups and teach their peers the procedures they have learned from the video.

Answer Keys: Free answers.

Activity H

Aim: To wrap up the procedure genre focus with an opportunity for oral skills practice while focusing on social network language and format.

Suggested Procedure: Ask students to read the comments on each video post and analyze them. Then, organize them into pairs and have them state their opinions on each comment by saying if they agree or disagree. To be able to comment on the videos, they can watch them through the QR codes or the links on the page. All the videos are quite short, so that shouldn't hinder class flow and it is a great way to finalize the unit in a fun and interesting way.

Answer Keys: Free answers.