UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês – CEI

Grasielle Rodrigues Ribeiro

Engaging young adults at the A2 level:
Two units to help develop acquisition through authenticity

Belo Horizonte/MG

2024

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Engaging young adults at the A2 level:

Two units to help develop acquisition through authenticity

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa**.**

Orientador: Dra. Climene F. Brito Arruda

Belo Horizonte/MG

2024

UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 14:50 horas do dia 14 de dezembro de 2024, 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, o trabalho intitulado, Engaging young adults at the A2 level: Two units to help develop acquisition through authenticity, apresentado por Grasielle Rodrigues Ribeiro, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao)candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a)candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Profa. Dra. Valdeni da Silva Reis indicou a (X) aprovação/ ( ) reprovação do(a)candidato(a);

Profa. Met. Carolina Fernandes Archer indicou a (X) aprovação/ ( ) reprovação do(a) candidato(a).

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

Nota: 80

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

INSTRUÇÕES
Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

To my beloved mother, Sonia, and my whole
family that supports me in every moment of
my life,

RESUMO

O presente trabalho tem o objetivo de propor duas unidades didáticas para o ensino de língua inglesa para estudantes do ensino médio brasileiro em nível elementar. As quatro habilidades da língua(leitura, escrita, compreensão e produção oral) estão presentes nas duas unidades, assim como sistemas tais quais gramática e vocabulário. As atividades estão acompanhadas de um teacher guide com as respostas e instrução para realização das mesmas, incluindo sugestões de aprofundamento de conhecimento. O material está em sintonia com ideias da abordagem comunicativa para aquisição da linguagem, dado que existe foco em desenvolvimento das habilidades, uso de material autêntico e foco em fluência. O foco em precisão está presente em momentos pontuais. O aprofundamento das questões teórico-metodológicas está presente na seção denominada "rationale". Sabendo que o processo de aquisição é complexo e suscetível à influência de diversas variáveis, espera-se que as atividades possam suprir as demandas necessárias da aprendizagem no que diz respeito aos materiais e seus requisitos para que a aquisição aconteça.

Palavras-chave: abordagem comunicativa; fluência; material didático; ELT; aquisição.

ABSTRACT

This paper aims to propose two teaching units for teaching English to Brazilian high school students at the elementary level. The four language skills (reading, writing, listening and speaking) are present in both units, as well as systems such as grammar and vocabulary. The activities are accompanied by a teacher's guide with answers and instructions for carrying them out, including suggestions for deepening knowledge. The material is in line with ideas from the communicative approach to language acquisition, given that there is a focus on developing skills, use of authentic materials and focus on fluency. The focus on accuracy is present at specific moments. The in-depth analysis of theoretical and methodological issues is present in the section called "rationale". Knowing that the acquisition process is complex and susceptible to the influence of several variables, it is expected that the activities can meet the necessary learning demands with regard to the materials and their requirements for acquisition to occur.

Keywords: communicative approach; fluency; ELT materials; ELT; acquisition.

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1 INTRODUCTION

When I decided to take this course at UFMG, I intended to improve my skills as a high school teacher in a public institution from Bahia and better understand the rationale behind the materials imposed by the BNCC guidelines I had to use. It has been a long journey of discovery and a lot of learning. This material was made keeping the students I encountered in mind, their experiences, their fascination with specific genres, and their preferred ways to engage with the language. They use engaging texts, communicative(information-gap) activities, and interesting themes.

For the first unit, I chose a broader future theme called "The future ahead," which deals with the future in different contexts. The second unit focuses on the horror genre, which might not seem as uplifting as other themes. Prohászková(2012) says

> Contemporary theorists, such as Rosemary Jackson, approach the interpretation of horror as repressive cultural schematisations. Particular themes are a manifestation of what the society suppresses by cultural conventions; they represent those phenomena, which the society considers unreal. Horror is often regarded as a form of expressing a disagreement with the political and social situation and anxieties of oppression and tyranny. Yet this imagery is aiming for the removal of repression and expansion of the frontiers of reality(PROHÁSZKOVÁ, 2012)

We cannot underestimate that teenagers are often fascinated by the horror genre and that the movies that belong to this category have a big audience. We can see the popularity of books such as *Frankenstein, Dracula, The Phantom of the Opera, Shakespeare's Macbeth, The Strange Case of Dr. Jekyll and Mr. Hyde,* and many others in literature as well as in the film industry. This teenager's fascination with the horror genre has been addressed in some research in that horror films, for example, could have cathartic psychological effects. This material is not intended for children; the texts don't focus on violent events.

The units have the following educational objectives:

● Grammar activities - students will be able to use 'Will' for making predictions for the future and will also be able to use past irregular verbs to create a story

● Vocabulary - students will learn and use weather words/weather expressions, and adjectives for horror stories

● Receptive skills - identifying main ideas and detailed information in an article about the future and a weather report, reading and identifying specific information on a short story, listening to a podcast identifying specific details

● productive skills - describing the weather in an oral weather report and someone's future in a fortune-telling written text, fluency reflection activities, creating a horror podcast and a horror short story

● learning objectives: raising students' confidence through scaffolding, increasing language acquisition through input and output, providing enough interaction amongst learners to foster further consolidation of knowledge.

Level: A2

Targeted Group: Young adults (Portuguese L1)

This is a series of lessons/threads designed to improve learners' skills, make them notice some language, and help learners during the acquisition-learning process. According to Maley(2016) materials

> "are an invaluable reference to which users can return. Without them, it is claimed, the language would be a bewildering, confusing, and disorganised mosaic of fragments of phonology, lexis, syntax, and meaning. They offer content (linguistic and factual), organised into a graded sequence, with opportunities for language practice and use, which is supposed to lead to the efficient acquisition of the language."(MALEY, 2016)

The main language systems focused are the use of the modal verb will for making predictions for the future in the context of weather forecasts and life in the future decades and past irregular verbs used in the horror genre. By the end of the units, the students will also use the structures to describe the weather and learn some vocabulary words for describing weather and making predictions, using the past irregular and some adjectives to create short horror stories. Input will also provide opportunities for fluency development, and incidental learning to raise lower-level students' confidence through scaffolded practice

THE FUTURE AHEAD

- **Discussion questions**

What's in the photo?

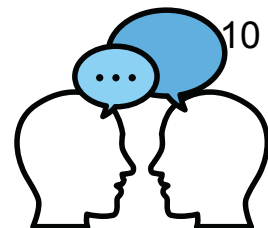Can we predict the future?

Is the future good or bad? why?

In this unit, you will:

- read an article about the future
- write a text predicting someone's future
- listen to a weather report
- describe the weather in your region
- learn some weather words

Time to prepare!

Find the words related to the future on the word search below, and then try to match them to the pictures.

A	R	T	I	F	I	C	I	A	L	C	A	E	E
N	C	E	E	R	L	E	B	R	A	I	N	C	T
E	L	E	C	T	R	I	C	C	A	R	S	T	R
H	U	C	I	F	U	T	U	R	E	A	L	N	A
U	I	N	T	E	L	L	I	G	E	N	C	E	M
M	R	A	R	C	C	E	R	R	O	B	O	T	C
A	A	O	T	I	L	M	F	N	I	A	E	F	N
N	R	E	L	L	E	T	E	N	U	T	R	O	F
S	B	I	A	T	T	T	E	A	R	T	H	Y	R
N	C	O	M	M	U	N	I	C	A	T	I	O	N
A	A	L	T	E	B	I	Y	E	M	A	T	I	E
C	O	O	E	T	E	C	H	N	O	L	O	G	Y
R	S	E	C	R	Y	S	T	A	L	B	A	L	L
E	H	E	C	L	O	T	R	B	I	E	R	H	C

FUTURE
TECHNOLOGY
ROBOT
ELECTRIC CARS
COMMUNICATION
FORTUNE-TELLER
BRAIN
HUMANS
ARTIFICIAL
CRYSTAL BALL
EARTH
INTELLIGENCE

Play this puzzle online at : https://thewordsearch.com/puzzle/7766113/

Ask your peers these questions:

Do you believe in fortune tellers?
In your opinion, can robots be more intelligent than humans? How?
Can humans fall in love with robots? What can they do together?
Is the food different in the future?
Can insects be considered food? Which ones?

Time to read! - A news article

2. Read the text below and match each picture to the paragraphs.

A -

B -

C -

D -

E -

F -

A futurist tells us what life will probably look like in 2040

By Emily Fairbairn, The Sun
Published July 28, 2017, 12:07 p.m. ET

This week, UK's government set out plans to end the sale of new petrol and diesel cars by 2040 – so what else will we see in 23 years' time?[...]

Health

We will all wear a huge range of sensors that will constantly monitor things such as blood pressure, blood sugar, and blood oxygen level. Longevity will rise, with many living well beyond 100.[...]

Sex

People will fall in love with robot partners, which will impact relationships.[...]
Weddings will become rarer and promiscuity will go off the scale as social attitudes get more relaxed.[...]

Transport

Most cars will be driving themselves, with motorways and roads having self-driving lanes.[...]The dawn of electric and self-flying planes is possible but they will still be a small minority.[...]

Food

As the world's population booms from the present seven billion to more than nine billion, we will not be able to farm meat as we have done up to now.
There won't be enough space for all the animals. [...] Instead, we will see artificial tissue – meat – grown in factories.[...] Insects will also be a staple in products resembling their meat versions, such as sausages or burgers. They are protein-rich, cheaper, and greener.[...]

Communication

Our smartphones will have more or less disappeared, replaced by control centers which we will wear in a series of devices around our body. For example, we will wear smart contact lenses, with texts floating in front of our eyes.[...] Privacy will be a hot topic.

Artificial Intelligence

[...]Computers will be as good at problem-solving as humans, with the prospect of soon surpassing us.[...]

Adapted from https://nypost.com/2017/07/28/a-futurist-tells-us-what-life-will-probably-look-like-in-2040/ accessed on June 2024

3. Mark true or false according to the text.

In 2040...
a)People will live a longer life.
b)Electric cars will exist in small quantities.
c) people will eat different animals.
d) Smartphones won't exist.
e) Humans will still be more intelligent than computers.

Let's not forget about vocabulary

4. Choose the correct definition.

a) Longevity:
The length of time a person lives.
The study of aging.

b) Promiscuity:
The act of being unfaithful/dishonest to one's partner.
The practice of having many sexual partners.

c) Autonomous:
Having the power to act independently.
Being controlled by a person.

d) Artificial:
Made by people, not naturally occurring.
Genuine and natural.

e) Staple:
A basic or essential item.
A luxury item.

f) Control Center:
A place where decisions are made.
A device that regulates something.

g) Privacy:
A. The state of being alone or undisturbed.
B. The act of being public.

h) Surpass:
To be better than someone or something.
To be worse than someone or something.

Reflect

Underline predictions in the text that you find true.
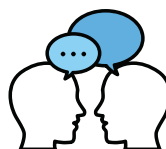Cross out predictions you think are not probable
Ask your peers these questions

Do you agree with the text?
Which predictions do you find to be true?
Which ones are probably false?
Which one surprised you?

Time to discover!

Look at the sentences from the text to answer the questions.

"we **will wear** smart contact lenses(...)"

"People **will fall in love** with robot partners(...)"

a)Is it talking about the past, present, or future?_____

b)Is it a plan or a prediction?_____

c) Write the order in which the parts of the sentence appear based on the examples in the text.

will - verb - subject

_____ +_____+ _____

d)Circle one negative example of will in the text. Write the sentence here

_____

e) Mark the correct form.

I. Will people use smartphones? II. People will use smartphones?

Time to practice!

1. Fill in the gaps. Use will and the verbs below. Look at the example.

create - be - recycle - extend - delete - produce - live

In the future, communities a) **will live** on the moon, Mars, and perhaps even farther celestial bodies. Laboratories b)_____most of our food, tailored to individual nutritional needs and tastes. Urban areas c)_____all plastic, with zero-emission and zero-pollution becoming the standard. The deepest parts of our oceans d)_____explored and might even be inhabited. Innovations in medicine e)_____human life expectancy beyond 100 years as a norm.
 Instantaneous translation devices f)_____ language barriers completely.
Solar satellites in space g)_____ energy.

2. Classify the items below according to the idea they express: **promise**, **prediction**, **instant decision** or **request**.

a. Climate Change Will Force Mass Migration

b. I'll help you with your environmental campaign.

c. Will you carry this for me, please?

d. Will you please donate some money for reforestation?

e. Ocean Pollution Will Reach Critical Levels

f. I'll have a glass of water.

3. Practice freely!

Write 5 predictions for the year 2030. Use the words from the brainstorm at the beginning.
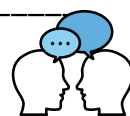
_____
_____
_____

Now, talk to a peer about their predictions and yours. Agree on some of them, and then write them below.

_____
_____

Time to write! - Fortune-telling

Do you know a fortune teller?
Do you want to know about your future life?

Read the text below and answer the questions.

Canva.com

"Well, you may <u>get married</u> again after 50. I recommend you marry a businesswoman. If you marry another celebrity, you'll <u>get a divorce</u>. You'll keep getting a divorce; it could happen up to like five times with them.(..)I do see a son in you. You will <u>have a child.</u> He won't find you just yet; he'll find you when you're a bit older. He'll be very precious to you. I see you'll <u>go to university </u>and s<u>tart a business.</u> "

<div align="right">Adapted from : SBS Star</div>
<div align="right">URL : https://sbsstar.net/article/N1007499749/you-may-get-married-again-and-a-fortune-teller-sees-another-child-in-lee-dong-gun</div>

"

"Because of the luck that started to enter your life since you turned 30, many things have changed. You'll soon enter the marriage part. You can consider it in the year 2024,(...) Lee Sang-yeob will meet a great woman and live well. When the two meet, he will <u>quit his jo</u>b,"

<div align="right">https://www.ibtimes.com/fortune-teller-accurately-predicted-k-drama-stars-wedding-2021-3713074</div>

"Shakira will also get married this year. Shakira will get a ring this May. This boy who is from the NFL, who won the Super Bowl and who is younger than her," she added.

<div align="right">Adapted from : https://www.marca.com/en/lifestyle/celebrities/2024/03/25/66018777ca474175198b459f.html</div>

1. Mark the sentences that are true according to the fortune teller's predictions
a) She predicted only happy things.
b) She makes recommendations
c) She talks about the past.
d) she talks about important life events.
e) She doesn't mention family.

2. Match the life events underlined above with the pictures.

_____   _____   _____   _____   _____   _____

_____   _____   _____   _____   _____   _____

2. Imagine you are a famous fortune teller who can predict the people's future. Choose one peer and write predictions about their life. Write the first draft below. Use the ideas from questions 1 and 2.

_____
_____
_____
_____
_____

3. Review your text, then share it with another peer to review for you.

4. Rewrite your text on a sheet of paper
5. Give your text to the person you wrote about and write their reaction to it.

_____
_____
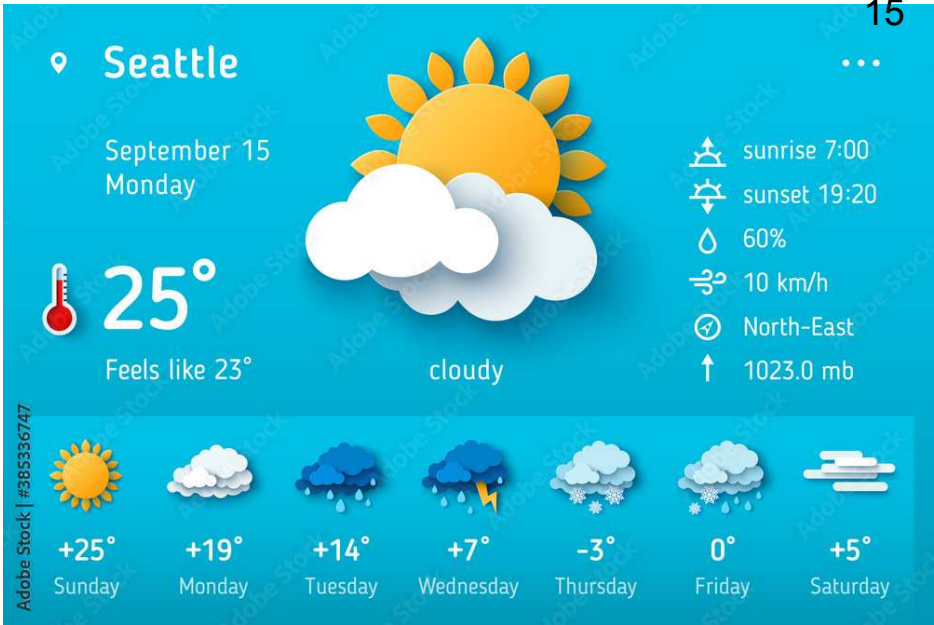7. Post your text to the classroom wall and read other predictions.

Let's talk about the weather! Match the words and the pictures below and discuss your favorite kind of weather with the class.

Reviewing and Recycling!
Match the words and the pictures.

sunny /hot /brighter weather

wet/heavier rain/gloomy

cold/snow

cloudy

partially sunny

Seattle

September 15
Monday

25°

Feels like 23°   cloudy

sunrise 7:00
sunset 19:20
60%
10 km/h
North-East
1023.0 mb

+25°	+19°	+14°	+7°	-3°	0°	+5°
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Adobe Stock | #385336747

https://www.shutterstock.com/pt/image-vector/weather-forecast-widget-vector-illustration-daily-1835995378

Time to discover! - Weather words

1. Answer the questions below.

a) Where is the weather report above from?

b) Each picture represents: **I**. a day   **II**. a week   **III**. a month

2. Write the day of the week from the photo above that matches the descriptions.

It will be **sunny** and **hot, and** there will be **brighter weather**._____

It will be **wet,** and there will be **heavier rain** across Seatle._____

It will be **cold,** and there will be **snow**._____

It will be **cloudy** across Seatle._____

Rain will be **lighter**_____

It will be **partially sunny**._____

- **What's the best weather for sleeping?**
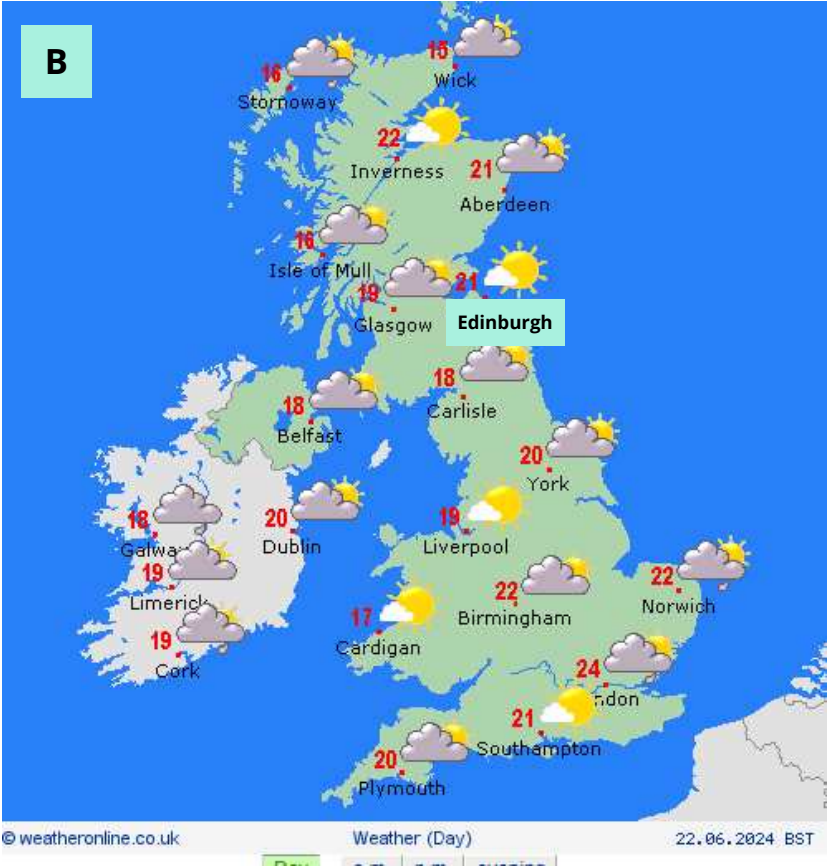**Exercising? Traveling? Studying?**

Time to use!

3. Write the forecast for these areas. Look at the picture and the example.

Cork/cold/ cloudy / snow
- *It will be cold and cloudy across Cork. There won't be snow.*

a) Glasgow / sunny / hot
b) Aberdeen /cloudy / cold
c) Liverpool / partially sunny
d) Southampton / heavier rain
e) Edinburgh / snow / gloomy
f) Wick / cloudy / hot
g) Galway / brigther weather / wet

B

Edinburgh

https://www.weatheronline.co.uk/weather/maps/forecastmaps?LANG=en&CONT=ukuk

4. Get into pairs. Use this picture, and your partner uses the picture from the next page. Say the weather of different cities. Describe the map to your partner to find **6 differences**. Concentrate on the **GREEN area.**

"It's cold in Cork"
"it's cloudy in Wick"
"It's sunny in Liverpool"

Time to listen! - A weather report 🎧

1. Prepare. Look at the photo.
Who is the man in the photo?
Where is the map from?
The weather looks <u>brighter/ gloomy.</u>

https://www.youtube.com/watch?v=ZQTPdEKGEBs&list=TLPQMjlwNjlwMjRw4HEHi4-1LQ&index=13

🎧 2. Mark which weather forecasts are mentioned in the video.

🎧 3. Circle the correct words in each sentence.

a) It will be <u>**hot and sunny**</u> / <u>**cold, wet and windy**</u> across most of Scotland.

b) <u>**Sun**</u> / <u>**Rain**</u> will be heavier around Edinburgh.

c) There will be <u>**snow**</u> / <u>**partially sunny**</u> for the higher ground.

d) <u>**Heavier rain**</u> / <u>**Brighter weather**</u> will be over the Northern Isles, Castle of Mey.

https://www.weatheronline.co.uk/weather/maps/forecastmaps?LANG=en&CONT=ukuk
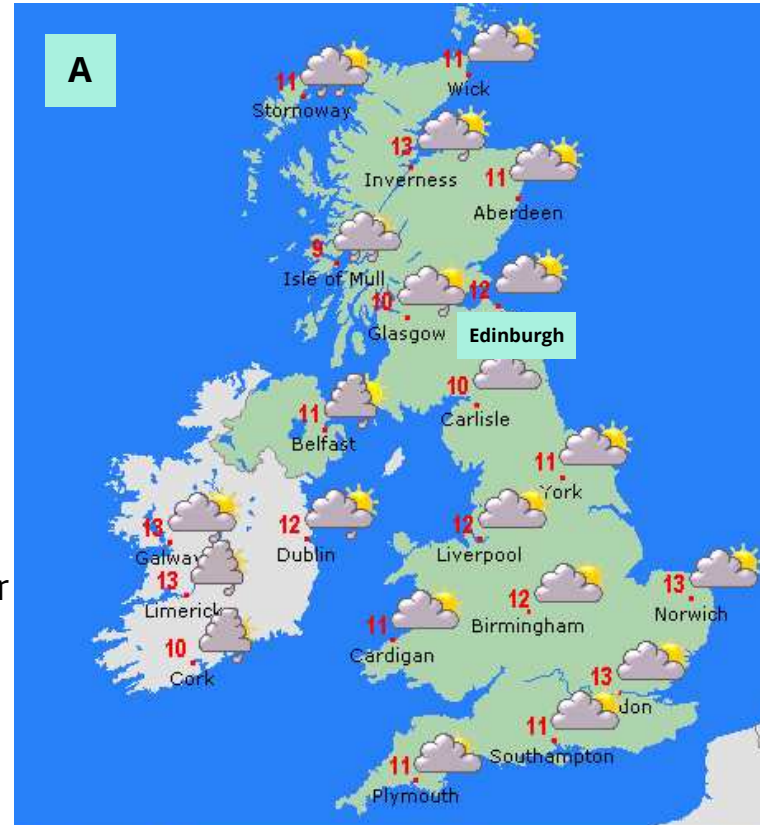
4. Time to talk! - Telling the weather

1. Preparation. Do you know the cities below? Discuss their weather with the class and the teacher.

Canva.com

www.metsul.com

www.emtempo.com.br

2. Get into groups of 4.
Choose two places for each student: São Paulo, Porto Alegre, Manaus, and your city.
Don't tell other members about your cities.
Each member writes a description of the weather in these places to prepare.
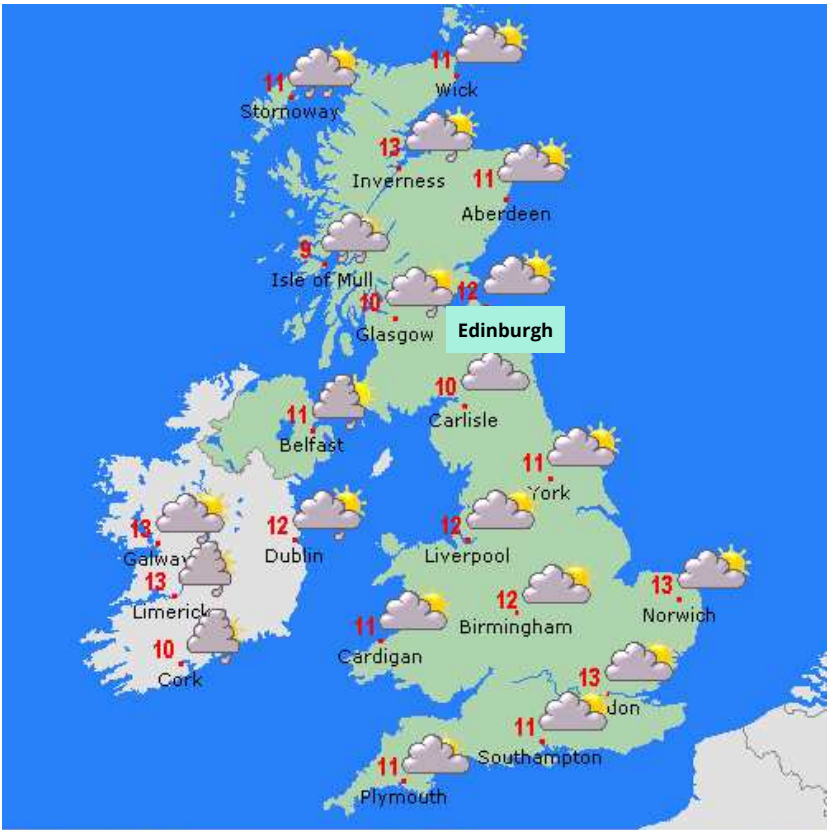The teacher will give you 4 minutes to listen to your partner's weather forecasts, and you will tell yours to them. Then, you will have more time to talk to the other members of the group. When the teacher asks, you should stop taking and change partners. Find out the cities of each member.
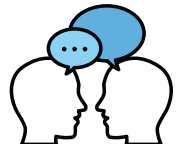
Further work!
Record yourself describing the weather in your region for the week and post it on the class padlet.
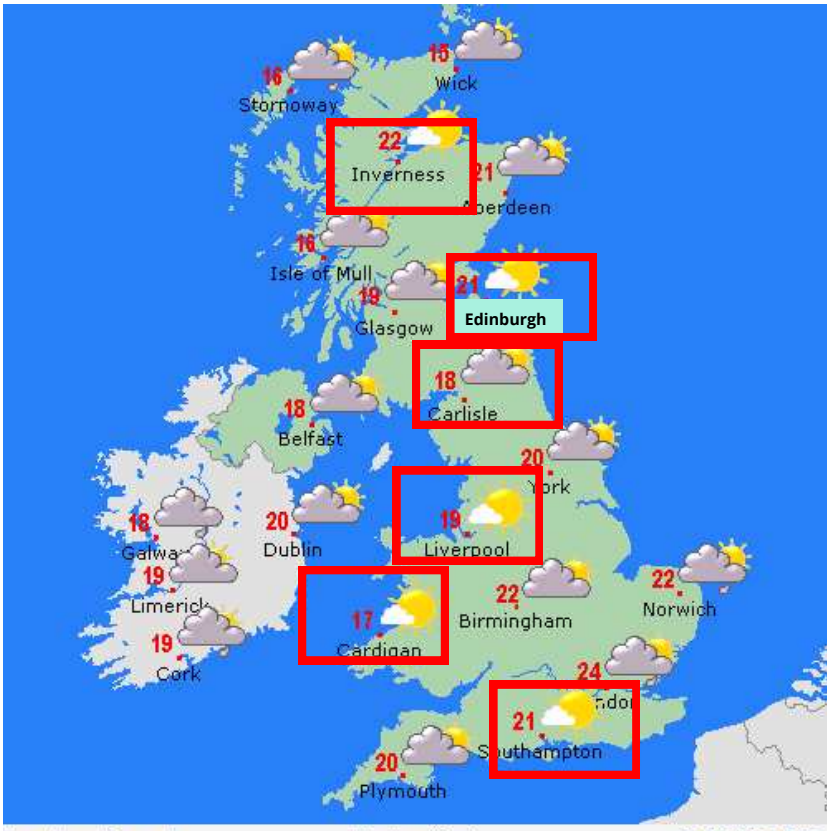Comment on each other's reports.

https://www.weatheronline.co.uk/weather/maps/forecastmaps?LANG=en&CONT=ukuk

A	R	T	I	F	I	C	I	A	L	C	A	E	E
N	C	E	E	R	L	E	B	R	A	I	N	C	T
E	L	E	C	T	R	I	C	C	A	R	S	T	R
H	U	C	I	F	U	T	U	R	E	A	L	N	A
U	I	N	T	E	L	L	I	G	E	N	C	E	M
M	R	A	R	C	C	E	R	R	O	B	O	T	C
A	A	O	T	I	L	M	F	N	I	A	E	F	N
N	R	E	L	L	E	T	E	N	U	T	R	O	F
S	B	I	A	T	T	T	E	A	R	T	H	Y	R
N	C	O	M	M	U	N	I	C	A	T	I	O	N
A	A	L	T	E	B	I	Y	E	M	A	T	I	E
C	O	O	E	T	E	C	H	N	O	L	O	G	Y
R	S	E	C	R	Y	S	T	A	L	B	A	L	L
E	H	E	C	L	O	T	R	B	I	E	R	H	C

FUTURE
TECHNOLOGY
ROBOT
ELECTRIC CARS
COMMUNICATION
FORTUNE TELLER
BRAIN
HUMANS
ARTIFICIAL
CRYSTAL BALL
EARTH
INTELLIGENCE

Play this puzzle online at : https://thewordsearch.com/puzzle/7766113/

https://www.weatheronline.co.uk/weather/maps/forecastmaps?LANG=en&CONT=ukuk

Teacher's guide

Unit opener

Focus on the picture and ask students what interests them and what catches their attention. Then, elicit words about the image, and students answer the word search.

At the beginning of the unit, try to get students to think about the future more broadly. They might not have enough language to carry out a conversation independently, so there are a few questions to help and guide them. They can discuss in pairs first and then share their answers with the rest of the class during the open discussion phase.

Reading - a news article about the future

Time to prepare!

This will get students prepared for the text that will come next. The pictures anticipate some of the content of the text. Elicit words from the pictures and have students discuss the suggested questions in groups.

Time to read

In this section, there are two reading tasks: the first one concerns the main ideas in the paragraphs, in which the students must match pictures. Then, there is a detailed reading task with true/false statements. Subsequently, there is a vocabulary exercise to help students notice some of the vocabulary in the text.

Question 2: A - artificial intelligence, B - food, C - transportation, D - health, E-communication, F - sex

Question 3: a, b, c, and d are true

Question 4:

Time to Reflect

This section will allow students to reflect on, discuss, and react to the information in the text. It is an opportunity for students to share their views and practice their speaking skills.

Grammar - will
Time to discover!

Here, students will notice grammar features inductively from the target language examples present in the text. There is an activity that will let them discover things for themselves. Have them compare their findings in pairs before sharing their answers with the class. There is a focus on meaning and form.

Time to practice!

This section includes two exercises to help students use the target language in a controlled way, recognize some functions, and use the language more freely. In the freer section, there is a writing part to prepare students to discuss ideas and lower their affective/anxiety filter.

Question 1: b - will produce, c - will recycle, d - will be, e - will extend, f - will delete, g - will create

Question 2: a - prediction, b - promise, c - request, d - request, e - prediction, f - instant decision

Writing - Fortune-telling

Time to write! - Fortune-telling

Fortune-telling is a very common everyday life genre present in many domains: often religious, family and friends conversations, parties, etc. This genre is the chosen one here because it is a fun way to use the target language in a contextualized way and to get students to say positive things about each other.

Here, they can be creative and include famous people and extraordinary events to make their text even more fun.

This section starts by preparing students to use the genre by introducing the character of the fortune teller. Here, students might say they do not believe in such a thing, and some will say it doesn't match their religious views. You will make sure to encourage students to respect each other's views and reflect on diversity and culture, this genre can also be used to wish happy things in someone's future even if they don't know each other and think positively.

Then, students will have three examples of short fortune-telling texts, which are excerpts from written oral interviews. This particular genre could be translated into the written form while maintaining its main characteristics.

After that, students will focus on some characteristics and common vocabulary present in the genre. They will then go on to write their first draft, have it reviewed by themselves and other peers, and publish it on a class wall or online for other peers to read and react to.
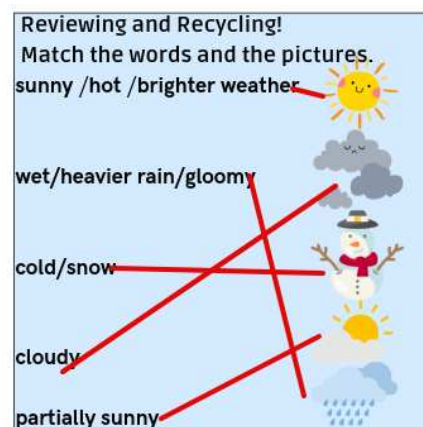
Question 1: B and D are correct

Question 2:

get married
get a divorce
have a child
quit his job
go to university
start a business

Vocabulary - weather words

Time to discover!

This will get students prepared for the oral text that will follow. Here, they will recycle some language because the material is intended for A2 high school students, so they probably will have seen this lexis sometime in the past. If they haven't seen it, you can present the text using real pictures from places they know and describe the weather for them, writing maker sentences and clarifying the target vocabulary. Then, you can do some oral controlled practice by presenting some other pictures and asking them to describe them as a whole class drill. Use the maps to describe the weather and students find the city or cities. Say sentences about some cities which students have to judge if they are true or false. Use the maps for input work/listening and interaction.

Some of the lexis are in the comparative form but do not focus or explain the comparatives here, teach them as language chunks.

Reviewing and Recycling!
Match the words and the pictures.
sunny /hot /brighter weather
wet/heavier rain/gloomy
cold/snow
cloudy
partially sunny

Get students to answer numbers 1 and 2. Check answers. Highlight the structures "There will be" and "it will be" as chunks since they have already seen future will. There will be no need to delve into grammar here.

1. Answer the questions below.
a) Where is the weather report above from? **Seattle**
b) Each picture represents: I. a day   II. a week   III. a month
2. Write the day of the week from the photo above that matches the descriptions.
It will be **sunny** and **hot** there will be **brighter weather**. ___**Sunday**
It will be **wet** and there will be **heavier rain** across Seatle. **wednesday**
It will be **cold** and there will be **snow**. **Thursday**
It will be **cloudy** across Seatle. **Monday**
Rain will be **lighter** **Tuesday**
It will be **partially sunny**. **Monday**

Time to use

In this section, students will create correct sentences according to the map, using the prompts, which will ensure they use most of the target language in positive and negative sentences. In the freer practice section, they will have an information gap task in which they will have to communicate with each other and find the differences. Here, minimal language will be sufficient to achieve the goal of the task; one student might say the place, and the other will have to describe it using the target lexis.

Question 3
a) It won't be sunny and hot in Glasgow.
b) It won't be cloudy and cold in Aberdeen.
c) It will be partially sunny in Liverpool.
d) There won't be heavier rain in Southampton.
e) It won't be gloomy in Edinburgh.
f) It won't be cloudy and hot in Wick
g) There won't be brighter weather in Galway

Listening to a weather forecast

Time to listen!

Here students will listen to a weather forecast and pay attention to some specific details. Since this is a lower-level class, scanning will be the main listening skill here so as to not frustrate students with unknown words and unusual accents which might bring a heavier cognitive load.
There are two questions focused on specific details of the listening.

1. Prepare. Look the the photo below.
Who is the man on the photo? **King Charles**
Where is the map from? **UK**
The weather looks _brighter/ gloomy._

2. Mark which weather forecasts are mentioned on the video.

Question 3
a) cold, wet and windy
b) rain
c) snow
d) brighter weather

Speaking - A weather report

Divide students into groups of four. Students will choose two well-known cities in their country with particular weather. For preparation, present pictures of each city and elicit weather information on each of them with the whole class. Each student in the group will be assigned two cities. They will have to tell the weather to the other members of the group one at a time; at each turn, the teacher will count the time with a chronometer so as to make it a fluency-oriented activity in a 4-3-2 format. For more information on this kind of activity, click https://ielts-master.com › ielts-speaking-becoming-fluen... and research the **4/3/2 techinique**.
Each member of the group has to guess the two cities of the other members.
Model the activity with a strong group of students to clarify the procedure.

At the end of the activity, provide the students with a moment to reflect on how they performed the task. They can copy the following table onto their notebooks. They answer it using a scale from 1 to 5.

Self-Assessment, Peer Assessment, and Teacher Assessment Speaking Sheet

Category	Self-Assessment	Peer Assessment	Teacher Assessment
Pronunciation			
Vocabulary			
Grammar			
Fluency			
Comprehension			
Overall Performance			
Areas for Improvement			

TRICK OR TREAT

- **Discussion questions**

What's in the photo?

Do you like Halloween? If so, how do you celebrate it?

Which movies have scared you the most?

Do you believe in the supernatural? Why?

In this unit, you will:

- read a horror story
- learn about the simple past-irregular verbs
- learn some horror words
- listen to a podcast
- talk in a spooky podcast
- write a short story

Time to prepare!

Discuss with your classmate.
1. Do you like horror stories? If not, do you know someone who likes them?
2. Do you know any of the stories below?
3. Which story below is the best? Why?
4. Which one can be the most scary? Why?
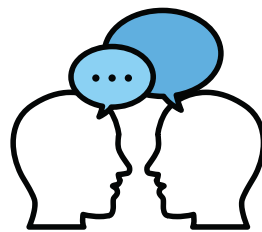
Interview with the Vampire
18 · 1994 · Horror/Romance · 2h 3m ⋮

Classification: 4.4/5 · AdoroCinema ›

Where to watch ⌄   Release date

max   2 more   December 16, 1994 (Brazil)

A journalist biographer interviews a young man who claims to be a vampire. Louis de Pointe du Lac, a man who has lost everything, recounts his experiences over the past 200 years and recounts his encounter with Lestat de Lioncourt, a creature of the night.

Taken from https://www.google.com

The Other Black Girl
2023 · Thriller · 1 season ⋮

6.8/10 · IMDb ›   86% · Rotten Tomatoes ›

Where to watch   Starring

Disney+   Sinclair Daniel; Ashleigh
Subscription   Murray; Brittany
          Adebumola; Hunter...

Nella, an editorial assistant, is tired of being the only Black girl at her company, so she's excited when Hazel is hired; but as Hazel's star begins to rise, Nella spirals out and discovers something sinister is going on at the company.

Taken from https://www.google.com

1. **What is the main purpose of a horror story?**
a) To make the reader laugh
b) To make the reader scared
c) To make the reader happy

2. **What are some common elements found in horror stories?**
a) Romance and adventure
b) Mystery and suspense
c) Comedy and humor

3. **What is the difference between suspense and terror?**
a) Suspense is excitement, terror is fear
b) Suspense is fear, terror is excitement
c) Suspense is slow-building tension, terror is a sudden shock

4. **The following story is about a group of people that was camping in the woods. Match the words from the story with the pictures below**

a) camping
b) hear
c) yelling
d) see
e) 6ft tall
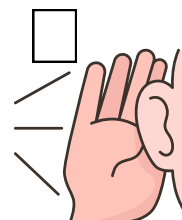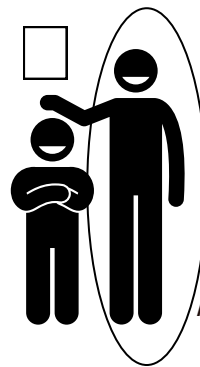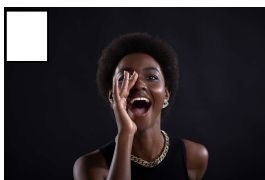
AI generated pictures by Canva

Time to read! - A horror story

Choose the right answers to the questions below

Trvl CHANNEL   SHOWS   VIDEO   DESTINATIONS   INTERESTS
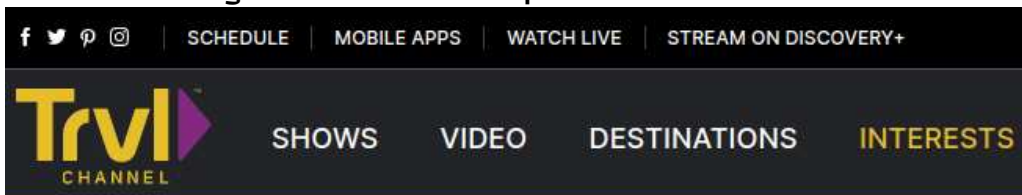
HOME / INTERESTS / HAUNTED / ARTICLES

11 Of The Scariest Ghost Stories From Reddit

Leave the lights on when you read these bone-chilling stories of average people encountering the paranormal.

August 05, 2021

By: Beth Braden

It wasn't a little girl

I was camping with my husband and his family at a small, remote lake in New Mexico. There were about 10 people in our group and another group of six people in the next campsite. It was nighttime and both groups were doing typical activities: making s'mores, having a few drinks and telling stories, when we all heard what sounded like a little girl yelling out for help. Neither group had children with them, but we were all positive we were hearing a little girl and decided to search the area we heard the noises from together.

There was a field behind our campsites, and we all saw a very tall, pure white figure standing maybe 100ft away from us in the field, making the noises. We all agreed this thing looked maybe 6 feet tall, skinny, and white as can be. We made our way closer to investigate, but whatever it was that we saw started backing off as we got closer, and it disappeared into the trees. All night we continued to hear a little girl calling for help as we tried to sleep.

Taken from https://www.travelchannel.com/interests/haunted/articles/11-of-the-scariest-ghost-stories-from-reddit

1. What did people hear?
a) A loud noise
b) A child
c) A car alarm

2. Why were they surprised?
a) They were alone in the camp
b) There were no children nearby
c) They didn't recognize the voice

3 . What did they see?

a)

AI by Canva

b)

AI by Canva

c)

AI by Canva

4. What did the figure do?
a) It escaped
b) It attacked them
c)It stood still, paralyzed

5. What happened later?
a) They called the police   b) They went to sleep   c) They continued to hear the noise
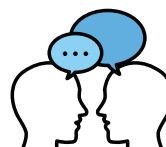
Reflect
Discuss with your peers:
1. Did you find the story scary? Why
2. What is the white figure in the text, in your opinion?
3. Do you believe the story is true? Why or why not?
4. Do you know a similar story?

Time to discover!
irregular verbs

1. Look at the sentences from the text to answer the questions.

'It **was** nighttime, and both groups were doing typical activities(...)'
'(...)when we all **heard** what sounded like a little girl yelling out for help. '
'Neither group **had** children with them, but we **were** all positive
'we all **saw** a very tall, pure white figure(...)'
'We **made** our way closer to investigate(...)'

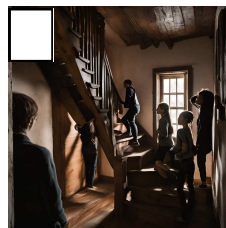a) The words in **bold** are in the **past / present / future**.
b) They describe **completed actions / actions in progress**
c) The time is **specific / not specific**
d) The verbs are **regular / irregular** because they **have -ed/ don't have -ed** at the end.

Time to practice!

2. Match the verbs with their present form.

was	is
were	go
heard	hear
had	are
ran	have
saw	run
went	see

AI generated pictures by Canva

3. Match the photos above and the letters according to the story.

The House of Horrors

a) The old house stood at the end of the deserted street, its windows dark and empty. A cold breeze hit the corners, rattling the loose shutters. Inside, the air 1._____ dark with dust and a strong odor was present.

b) A group of teenagers, drawn by the promise of adventure, 2._____ inside the house.

c) As they explored the creaking floorboards and cobwebbed rooms, they 3._____a strange noise from the attic. Curiosity overcame their fear, and they climbed the narrow, winding stairs.

d)The attic 4._____dark, and they looked for their flashlights. When the beams of light pierced the darkness, they gasped.

e) The teenagers 5._____ a figure, pale and tall, stood at the far end of the room. It 6._____ red eyes , and its hands 7._____long and skeletal.
A blood-curdling scream echoed through the house as the creature lunged forward.

f) The teenagers 8._____ out of the house, their screams echoing through the night. They never looked back, and they never returned to the old, haunted house. The creature remained in the attic, its red eyes glowing in the darkness, waiting for its next victim.
.

4. Now complete the previous story with the verbs.
was - were - heard - had - ran - saw - went

5. Listen to the song below and read the lyrics. Choose the correct answer.
a) The song feels…**happy / melancholic**
b) The song is about…**two happy people/heartbreak and separation**

6. Circle the correct word you hear in each pair in bold.

Taylor Swift
So Long, London

I **saw/made** in my mind fairy lights through the mist
I kept calm and carried the weight of the rift
Pulled him in tighter each time he **was/did** drifting away

My spine split from carrying us up the hill
Wet through my clothes, weary bones caught the chill
I **had/stopped** trying to make him laugh
stopped trying to drill the safe

Thinking, how much sad did you think I **was/had**, did you think I had in me?
Oh, the tragedy…

So long, London
You'll find someone…

I **did/didn't** opt in to be your odd man out
I founded the club she **heard/ran** great things about
I left all I knew, you **left/loved** me at the house by the Heath

I stopped CPR, after all it's no use
The spirit **went / was** gone, we would never come to
And I'm pissed off you let me give you all that youth for free

For so long, London
Stitches undone
Two graves, one gun
I'll find someone…

https://www.eslsongs.com/practice/tenses/past-tenses/taylor-swift-so-long-london/

Point you phone to the QR code for the video

https://www.britannica.com/biography/Taylor-Swift

Taylor Swift is a multitalented singer-songwriter and global superstar who has captivated audiences with her heartfelt lyrics and catchy melodies, solidifying herself as one of the most influential artists in contemporary music.

https://www.britannica.com/biography/Taylor-Swift

7. Match the lines from the song with the photo that better represents the message in them.

a)

https://hellosensible.com/10-big-things-women-should-never-do-on-a-first-date-2/

I. Pulled him in tighter each time he…drifting away
II. I stopped CPR, after all it's no use

b)

AI generated pictures by Canva

I. The spirit …gone, we would never come to
II. And I'm pissed off you let me give you all that youth for free

Let's not forget about vocabulary
horror adjectives

1. Look at the sentences below and mark TRUE or FALSE.

https://www.vecteezy.com/free-photos/scary-place

a) An **abandoned** house has people living in it.

b) An **empty** place has lots of people.

c) A **dark** room has sunlight.

d) A **violent** crime is not calm.

e) A **strange** house is a normal house.

f) A **horrible** experience is a happy experience

g) A **haunted** house has supernatural activities.

2. Mark the **scary** clown.

a.

b.

Pictures by Canva

Time to practice!

wordart.com/create

3. Complete the sentences with the correct option.

a) The house is _____. (**abandoned/violent**)

b) The lasagna was_____. (**scary/horrible**)

c) The forest was so _____ at night. (**dark/empty**)

d) The movie was too _____ for me to watch. (**violent/empty**)

e) The _____ story gave me nightmares. (**scary/horrible**)

f) I saw a _____ man around the house, maybe he was a criminal. (**haunted/strange**)

g) The house was completey_____. No family was living there. (**empty/violent**)

h) The forest was_____. I saw a white figure there last night. (**dark/haunted**)

3. Describe the picture below. Use the word cloud.

AI generated pictures by Canva

Ex.: an empty house
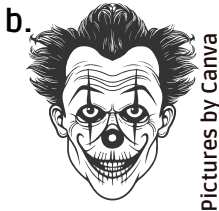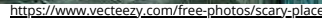
_____

_____

_____

_____

Time to write! - A horror story

What's the best horror story you know?
Why is it good?
Do you prefer stories with ghosts, monsters, or vampires? Why?

1.   **Circle the correct elements of the story.**

It wasn't a little girl

I was camping with my husband and his family at a small, remote lake in New Mexico. There were about 10 people in our group and another group of six people in the next campsite. It was nighttime and both groups were doing typical activities: making s'mores, having a few drinks and telling stories, when we all heard what sounded like a little girl yelling out for help. Neither group had children with them, but we were all positive we were hearing a little girl and decided to search the area we heard the noises from together.

There was a field behind our campsites, and we all saw a very tall, pure white figure standing maybe 100ft away from us in the field, making the noises. We all agreed this thing looked maybe 6 feet tall, skinny, and white as can be. We made our way closer to investigate, but whatever it was that we saw started backing off as we got closer, and it disappeared into the trees. All night we continued to hear a little girl calling for help as we tried to sleep.

Taken from https://www.travelchannel.com/interests/haunted/articles/11-of-the-scariest-ghost-stories-from-reddit

2. Write the important elements of the story on the diagram below.

a)They saw a tall, white figure in the field, which was the source of the noise.
b) They heard a little girl's cry for help, but no children were present.
c) The narrator and their group were camping at a remote lake in New Mexico.
d) The group continued to hear the girl's cries throughout the night, but they did not reencounter the figure.
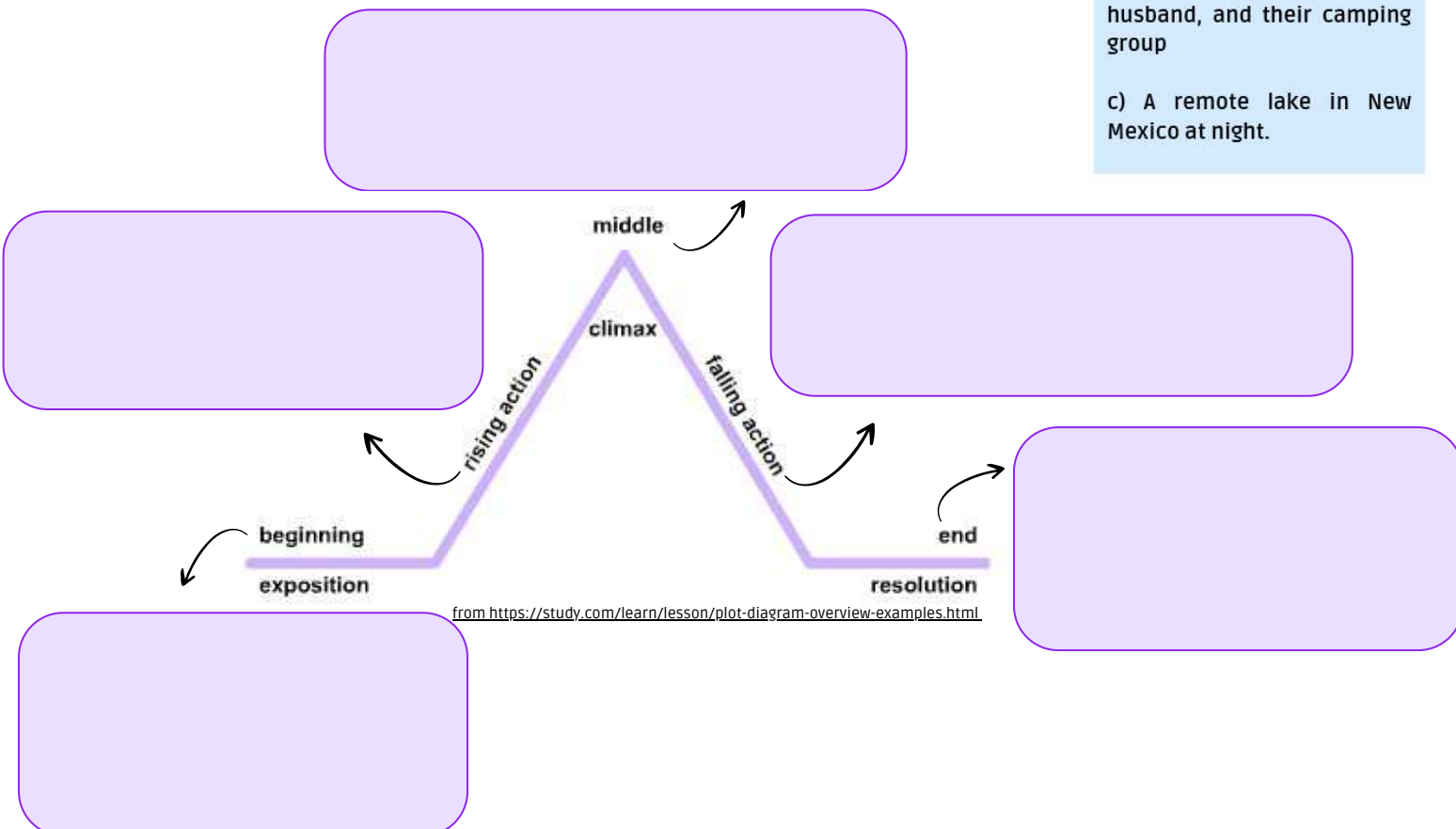e) The figure went into the forest as the group approached.

where

a) a mysterious, tall, white figure that appears and disappears.

b) The narrator, their husband, and their camping group

c) A remote lake in New Mexico at night.

characters/monsters

a) a mysterious, tall, white figure that appears and disappears.

b) The narrator, their husband, and their camping group

c) A remote lake in New Mexico at night.

problem

a) a mysterious, tall, white figure that appears and disappears.

b) The narrator, their husband, and their camping group

c) A remote lake in New Mexico at night.

middle

climax

rising action

falling action

beginning

exposition

end

resolution

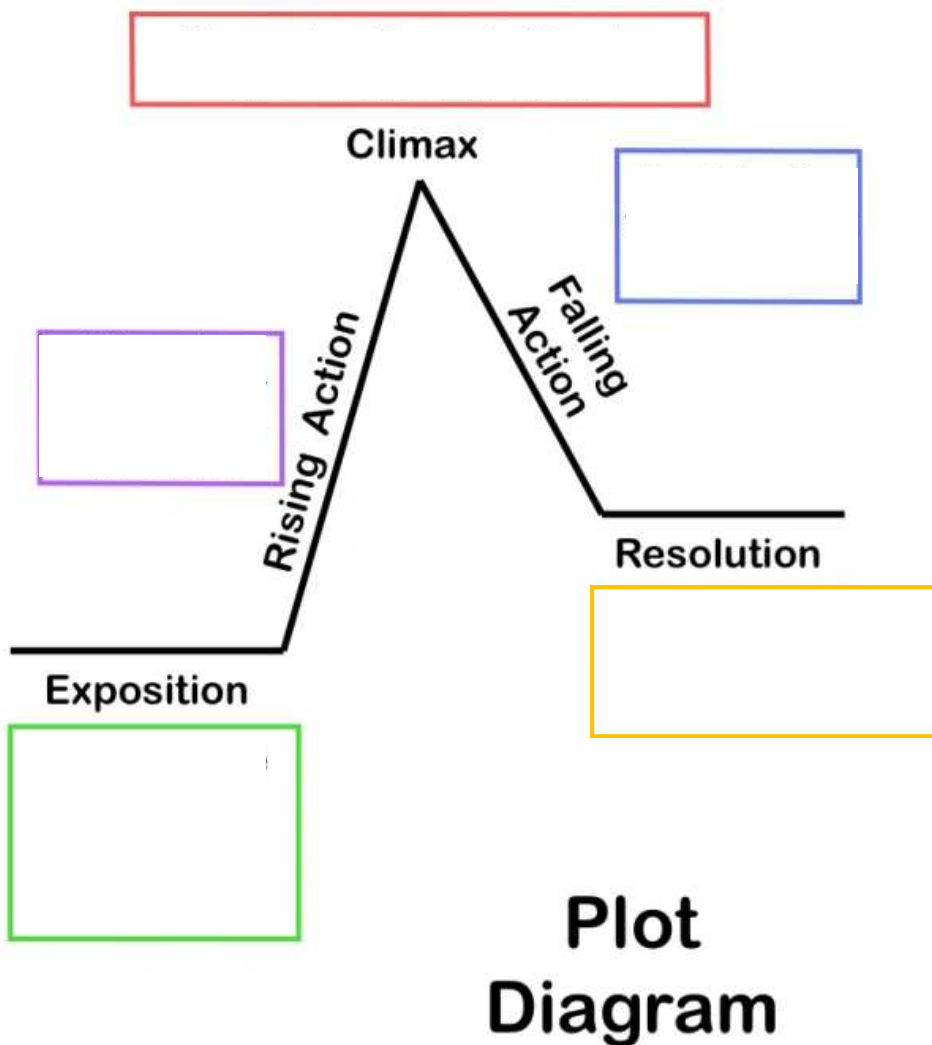from https://study.com/learn/lesson/plot-diagram-overview-examples.html

Story planner

3. Use the word cloud to choose the elements of your story. Use nouns, verbs and adjectives you studied.

where	characters/monsters	problem

wordart.com/create

4. Plan and write the most important events of your story.

Plot Diagram

from https://allaccesspass.blog/2012/10/03/summarizing-short-stories-story-elements-and-conflict/

5. Now write the first draft of your story.

6. Give it to another classmate then read and review their writing.

7. Publish your story on the class horror story blog created by the teacher and comment on your peers' stories.

Time to listen - A podcast 🎧

Prepare. Ask your peers:
Do you have nightmares?
Are you scared in your house at night?
Do you have a family spooky story? Tell the class.
Do you know any haunted objects? Which one?

FATHER KNOWS
SPOOKIER STORIES

(0:00 - 0:59)
🎧 1. **The podcast mentions:**
a) Halloween
b) Thanksgiving

Point you phone to the QR code for the video

(5:40 - 8:55)
🎧 2. **Circle the elements you can hear in the story.**
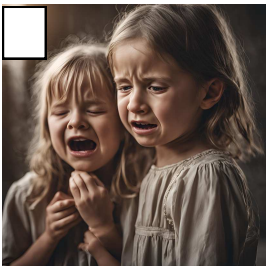
a.

b.

c.

d.

e.

f.

AI generated pictures by Canva
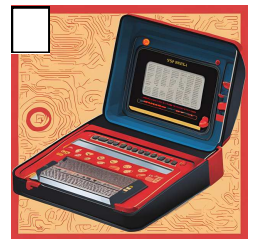
(5:40 - 8:55)
🎧 3. **Order the events in the story.**

The children cried.

The family saw a shadow figure

The Speak and Spell machine went off all night.

The family moved to a new house.

The mom had nightmares.

The figure attacked the woman.

AI generated pictures by Canva

(5:40 - 8:55)
🎧 4. **Mark TRUE OR FALSE.**
a) the woman had five children.
b) The woman felt uncomfortable in the new house.
c) the children screamed and cried at night.
d) the boyfriend didn't see the figure.
e) The woman had repeated nightmares.
f) The Speak and Spell had no batteries.

REFLECTION
Discuss with a classmate
1. Do you like the story?
2. What is your favourite part?
3. Do you believe it is real?
4. Were you scared? why?

Time to speak - A horror podcast 🎧

Prepare.

(0:00 - 0:59) / (5:40 - 8:55)

🎧 1. Order the stages of the podcast according to what you hear:

a) the story
b) introductions
c) small talk
d) opinions on the story

FATHER KNOWS:
SPOOKIER STORIES

Point you phone to the QR code for the video

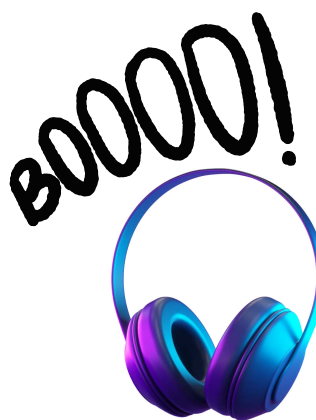2. Mark the steps you should do to prepare to host a horror podcast.

a) choose a guest
b) choose a horror story or stories
c) prepare some questions to ask your guest
d) talk about music
e) give your opinion about the story
f) ask your guests' opinions.
g) interrupt your guest.
h) Check and prepare the recording equipment

BOOOO!

Step 1: Prepare some questions about horror stories to ask your guest
Step 2: Ask a classmate to join your podcast and start recording
Step 3: Introduce yourselves and ask questions to each other
Step 4: Tell the stories you wrote previously
Step 5: Discuss and tell your opinions on the stories
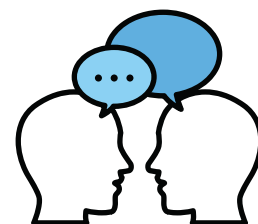
Post your recording on the class's YouTube channel, and then listen and comment on other stories. You can record your podcast in audio or video format.

Useful Language
The story was...
I liked/ I didn't like...
The best part was....
The worst part was...
I was surprised by....

Teacher's guide

Unit opener

Focus on the picture and ask students what they find interesting about it and what catches their attention. Elicit words about the image.

At the beginning of the unit, try to get students to think about the horror genre; they might not have enough language to carry out a conversation independently, so there are a few questions to help and guide them. They can discuss in pairs first and then share their answers with the rest of the class during the open discussion phase. Here, some themes might conflict with the student's religious views, so try to ensure to the class that every point of view about the theme is valid, allow everyone to share their thoughts, and foster a respectful atmosphere.

There are also pictures with movie photos that students can discuss. Here, you can look for trailers on the internet and show them to students to foster discussion. Question 4 is a vocabulary question to help students understand the text better. After receiving feedback on the answers, try to use and elicit varied examples of use from them.

Time to prepare! answers - 1- b, 2 - b, 3 - c,

4 pictures below

AI generated pictures by Canva

Reading - a horror story

Time to read

The story is about a camping trip, so you can also discuss camping trips and the students' experiences. In this section, there are five reading tasks, all of which are designed to help students comprehend the main details and events of the story. They are multiple-choice to help students concentrate only on the input and ease the cognitive load on producing answers.

1 - b, 2 - b, 3 - a, 4 - a, 5 - c

Time to Reflect

This section will allow students to reflect on the story, discuss their opinions, and react to it. This is the opportunity to get students to share their views and practice their speaking skills.

Grammar - irregular verbs

Time to discover!

Here, students will notice grammar features inductively from the target language examples present in the text. There is an activity that will let them discover langiage features for themselves. Have them compare their findings in pairs before sharing their answers with the class. There is a focus on meaning and form. Here, the main focus is irregular verbs. It is implicit that students have already seen the regular forms as well as the negative and interrogative forms, so there aren't activities that focus on these here. You can clarify these features on the board with more examples and a little bit of drilling.

a)The words in bold are in the past / present / future.
b) They describe completed actions / actions in progress
c) The time is specific / not specific
d) The verbs are regular / irregular because they have -ed/ don't have -ed at the end

Time to practice!

In this section, there are five exercises to get students to use the target language in a controlled way and recognize the grammar features in context. There is more emphasis on using the target language in a controlled way and on recognizing it in context through listening. They will have the opportunity to use it productively in the writing section.

Time to practice!

2. Match the verbs with their present form.

was	is
were	go
heard	hear
had	are
ran	have
saw	run
went	see

AI generated pictures by Canva

Question 4
1 - was, 2 - went, 3 - heard, 4 - was, 5 - saw,
6 - had, 7 - were, 8 - ran

Question 5
a) melancholic b) heartbreak and separation

Question 6 - words in order
saw, was, stopped, had, didn't, heard, left, was

Question 7
a) I, b) II

Vocabulary - horror words(adjectives)
Time to discover!
This will prepare students for the following oral and written texts. Here, they will learn some adjectives used in horror stories. Some of the adjectives might be already known to the students, so there are some sentences to check whether they already know the language, and then the teacher can clarify the ones that the students may get wrong. After checking if they got the meaning right, you can drill the words and get them to use in further examples by showing pictures and eliciting their language. You can do some oral controlled practice, present some other pictures, and ask them to describe it as a whole class drill. Use the photos or scenes of famous movies for input work/listening and interaction. Make them respond to what you're saying by setting a simple listening task like true or false, etc.

Question 2
a)abandoned, b)horrible, c)dark, d) violent, e)scary, f)strange, g)empty, h)Haunted

Question 3 is freer practice. Encourage students to use adjective+noun, following this word order. Verbs are not necessary here.

Writing - A horror story
Time to write!
Here, students will write a simple horror story. They are expected to use the verbs and adjectives studied previously.
This section starts with preparing students to use the genre by answering some discussion questions in pairs.
Then, students will analyze the plot structure of the previous text that they have already read. Here, the focus is on the plot elements and plot parts. They will analyze the story and then start planning their own based on the model. They have already been exposed to another story in the practice section on the grammar exercises, and they have already been focusing on characteristics of horror genres since the beginning of the unit.

Question 1
where - a remote lake in New Mexico
Characters/monsters - the narrator, their husband, their camping group
problem - a mysterious, tall white figure that appears and disappears

Question 2
beginning - c).
rising action - b)
climax - a)
falling action - e)
end - d)

The story planner helps students write their own stories. There is also a word cloud to help students come up with common elements used in horror stories. Make sure students use adjectives to describe the elements on question 4.
On question 5, students will plan the main events of the story following the plot diagram. They can start with simple sentences using the elements from question 4 and the verbs they have studied. Have them read each other's stories and give feedback.

Listening to a horror podcast

Time to listen!

Students will listen to a horror podcast and answer four listening tasks here.

Have them discuss the questions in groups and share their answers with the class.

Here is the time to pre-teach some critical words from the listening passage: focus on **nightmares and spooky.** Also, elicit words from the pictures in exercises 2 and 3, like **monster, a figure, children, house**, etc. Also, clarify to students the meaning of the Speak and Spell machine, an essential item in the story.

Speak & Spell is a handheld electronic toy that was developed by Texas Instruments and released in 1978. It was one of the first handheld electronic devices to have a visual display and interchangeable game cartridges. The toy was designed to help children learn to spell over 200 commonly misspelled words using a speech synthesizer.

Question 1
a)

Question 2
a,b,d,f

Question 3

3. Order the events in the story.

The children cried.

The family saw a shadow figure

The Speak and Spell machine wen off all night.

The family moved to a new house.

The mom had nightmares.

The figure attacked the woman.

Question 4
a)F, b)T, c)T, d)F, e)T, f)T

Have students reflect on the story and share their views with the class.

Speaking - A horror podcast

For the speaking task, students will first analyze the structure of a podcast by listening to the previous listening passage and focusing on particular stages.

Question 1
b,c, a,d

Then, they are invited to reflect on the stages they need to consider when making a podcast.

Question 2
a,b,c,e,f,h

Then, students will start recording their podcasts with their classmates by following the steps provided and using some helpful language from the language box. They will also want to read their own previously written stories and discuss them.

In this activity, students should be able to follow the pattern of a basic podcast(short introductions, small talk, reading the stories, and giving their opinions) in a simple way. As long as they can record a short, coherent podcast episode with intelligibility and reasonable fluency for their level, the task is fulfilled.

At the end of the activity, give the students a moment to reflect on how they performed the task. They can copy the following table onto their notebooks and answer it using a scale from 1 to 5.

Self-Assessment, Peer Assessment, and Teacher Assessment Speaking Sheet

Category	Self-Assessment	Peer Assessment	Teacher Assessment
Pronunciation			
Vocabulary			
Grammar			
Fluency			
Comprehension			
Overall Performance			
Areas for Improvement			

4 THE RATIONALE OF THE UNITS

The nature of language learning and teaching is a multifaceted one. As the Douglas Fir Group(2016) demonstrates, "language competencies are complex, dynamic, and holistic." It encompasses semiotic resources, social identities, belief systems, and other levels that no written material will ever be capable of addressing fully. So, why use materials?

According to Maley(2016), materials play an essential role in language teaching pedagogy. They are not detached from beliefs, both the learners' and the teacher's. They are an invaluable source of input, authentic text, productive tasks, and practice. There is some criticism of such resources, Maley(2016) points out that

> "There has however been widespread criticism of such materials. All classes are heterogeneous however much some teachers might wish they were not. All learners are different in terms of aptitude, maturity, stage of language development, motivation, personal experience, and a host of other factors. Learners progress at different rates and are interested in different things." (Maley, 2016)

Although they are not able to encompass everything that is needed to build a well-designed language course(this also involves the people in the classroom, the culture, other materials, etc.), they still provide the language class with an important foundation upon which to build. Maley(2016) adds

> "They offer content (linguistic and factual), organised into a graded sequence, with opportunities for language practice and use, which is supposed to lead to the efficient acquisition of the language. Moreover, materials are increasingly expected to offer much broader educational perspectives – critical thinking, life skills, citizenship, global issues, cross-cultural understanding, and more." (MALEY, 2016)

The material was designed with the principles of communicative language teaching in mind while also allowing room for some techniques from previous methodologies that are meant to provide scaffolding in helping learners achieve their language goals. Examples of such principles are a focus on meaning, judicious use of drilling and other structural techniques, attempts at communication from the very beginning, a focus on fluency, and the use of authentic materials.

4.1 Genres

The units are based on themes that allow for naturally occurring genres within the contexts to emerge. These genres were included to enable students to recognize some of their characteristics and be able to use them. Thus in every unit, the learners encounter varied examples of authentic texts because according to Millar(2011)

"knowledge about genre depends on analysis of authentic texts. Unlike product approaches, which tend to prescribe one way to write a paragraph or essay and give students one sample model to follow, genre approaches analyze many authentic text samples to find commonalities. "(MILLAR, 2011)

4.2 Skills and target language

Because this is at the beginner level, some questions and activities are more or less controlled because the learners may have a small amount of language "behind" them. According to Brown(1994) "a variety of techniques is important because of limited language capacity", still according to Brown(1994) their repertoire of language is still very controlled and student's creativity will appear later as they gain more control. Learners are first exposed to the target language(grammar and vocabulary) through reading and then invited to discover and notice the intended features inductively. The material acknowledges that learners might have some previous knowledge of the lexicogrammatical features, so some of the activities are also designed to "test" what the student already knows so the teacher can also provide the meaning where the gap exists in the knowledge of the learners. This is in agreement with what Maley(2016) points out that

"The focus is on the learners, with the teacher guiding and orchestrating rather than directing and encouraging them to take risks. Learners have greater choice in what they do, and teachers recognise that learning is largely unpredictable and that they therefore need to react spontaneously to what is happening from moment to moment as the class unfolds. Rules are derived after the language has been experienced, not before."(MALEY, 2016)

The first unit follows a broader "future" theme which will allow learners to use the targeted structure in slightly different contexts as the learners in this lower level usually don't have enough language resources for extensive and varied production on only one specific theme, it would be easy for productive tasks to become monotonous and repetitive, so slight changes of context are present to change pace and engage learners. The second unit focuses

on the horror genre, a popular theme amongst teenagers and young adults, which is the targeted group of the material.

All the receptive skills lessons follow a "three-phase"(pre, during, post) pattern: engaging learners in the content of the lesson and working on the main objectives(usually main ideas and specific details). The "engaging" part of the lesson" called "Time to prepare" focuses on activating learners' schemata to help them better comprehend the text; also, there are some activities with text vocabulary that is taught before the reading text, thus combining both top-down and bottom-up approach to reading/listening texts. According to Zhang(2016)

> "readers' top-down processing is essential to successful reading, and that in many instances, reading involves readers' existing schematic knowledge. Such a view is also widely shared among L2 researchers on bilingual readers because there are non-decoding factors that contribute to reading success" (Zhang,2016)

For all the questions that are supposed to be answered during the reading/listening phase, it is important to have students read the questions first as this will further advance their reading/listening skills. According to Harmer(2015)

> "comprehension questions(...) can be used so that the emphasis is on teaching reading, rather than testing it. The first way of doing this is to get the students to read the questions before they read the text and speculate on what the correct answers might be. This will help activate their schema (see 17.2.1) and get them in the right frame of mind to read. It will also give them an idea of how to read and what to look for." (Harmer, 2015)

The last part of the lesson, "Reflect," allows learners to react to content or use the language more freely.

As it is made for A2 students, the tasks involve more scaffolding, and vocabulary is more controlled as the learners do not have enough language intake yet, except for the initial reading text of unit 1, which has many Latin words similar to the learner's L1(Portuguese), thus easing the cognitive load.

Reading is practiced at the beginning of the unit with both general idea and main details questions. Then, they reflect on and react to the ideas of the text through a scaffolded interview. Next, learners are invited to the next section and notice the main grammar feature through questions in an inductive way. Afterward, they practice it in a controlled way to

ensure students use the structure and minimize the chance of errors. At the end of this section, they are allowed to use the main structure in a personalized way(unit 1).

The writing sections provide a model text for students to analyze in a process approach in which they will have a chance to interact and rewrite their text to refine their skills. The process approach of the unit involves the selection of a topic by the material, brainstorming ideas/ planning, creating a first draft, having peers read it and analyze it, revving and rewriting, and then publishing online or on a class mural in which students have to react the each other's writing by commenting on it or by speaking in an open class discussion. Some of these steps are not explicitly imposed on the material, thus allowing the teacher the freedom to adjust the sequence of necessary steps to contemplate and practice the writing skill. According to Hyland(2003)

> "planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. At any point the writer can jump backward or forward to any of these activities: returning to the library for more data, revising the plan to accommodate new ideas, or rewriting for readability after peer feedback"(HYLAND, 2003)

Listening will be practiced through a dedicated listening lesson(which has a main idea task and a specific details task) and also through speaking tasks, which will provide opportunities for improving listening through face-to-face interaction and feedback. Before the listening section, there is a vocabulary section to help learners notice some important vocabulary words and expressions(functions) related to the weather that will be present in the video, it is also advisable that the teacher goes over the vocabulary present in the pictures of the activities to activate bottom-up processes. In unit 1, they have some practice activities to help consolidate these words. Many words in this section have comparative morphemes which will be taught as a whole, as lexical chunks. There is no focus on comparatives. According to Lee and VanPaten(1995), "pre-listening activities help maximize learners' comprehension.[...] In second language situations, on the other hand, particularly in the beginning stages, consciously orienting learners before a listening task has been shown to increase comprehension".

The pre-listening questions also focus on the student's existing knowledge or schemata about English weather and English culture. The first listening text is a weather report made by King Charles himself, so before listening, students discuss who the King is and typical

English weather with the teacher. The second listening text is part of a horror podcast. It is essential to keep in mind learners might not know enough about English culture but according to Lee and VanPaten(1995)

> " learners might or might not know the answers to the questions, so it is irrelevant if they get them all right or wrong when they answer, what is important is that, after completing the activity and checking their answers, they either have confirmed or developed some knowledge" (LEE; VANPATTEN, 1995)

The speaking tasks are designed to be appropriate to the level, and they follow a sequence to guide students to decrease their anxiety and prepare them for the tasks, both activities occur after a listening passage on the material; thus, this oral text serves as both a model for speaking and input at the beginning stage of the speaking cycle. Even after the listening tasks are finished, learners can be invited to analyze, with the help of the teacher, what kind of strategies or specific language the speakers used in the text so that the learners can use these strategies themselves. In the first unit, the actual speaking task follows the same pattern as an early information gap practice in the vocabulary section. This was made to provide learners with repeated opportunities to use the language at a similar task, improving fluency. According to Burns (2012)," learners' speaking performance can be enhanced through pretask planning and task repetition, as these activities can reduce cognitive load during speech processing." Also, putting students in pairs on the first version of the task and then putting them in groups of four during the second time allows for even more repetition and automatic fluency. It is also advised the teacher follow the recommendation of timing the learners speaking stage making use of the 4/3/2 technique because, according to Nation and Newton(2009), for an activity to be considered a fluency development activity, the following characteristics must exist:

> *"1. The activity is meaning-focused.* (...) 2. *The learners take part in activities where all the language items are within their previous experience.* (...)3. *There is support and encouragement for the learner to perform at a higher-than-normal level.* This means that in an activity with a fluency development goal, learners should be speaking and comprehending faster, hesitating less, and using larger planned chunks than they do in their normal use of language. A fluency development activity provides some deliberate push to the higher level of performance often by using time pressure."(NATION; NEWTON, 2009)

The speaking task in Unit 2 allows learners to plan more carefully what they are going to say. This also eases their anxiety and cognitive load, and there are plenty of reflection activities(follow-ups, post-reading/listening activities) that were made to make learners share their views orally and give their opinions. Therefore, there is an "opinion stage" in the task design, which further consolidates this particular language function. Students are also able to listen to their recording and redo it if they feel something needs to improve before publishing it and playing the recording in class.

At the end of every speaking task, it is advised on the Teacher's guide to have a brief moment of assessment of performance, which involves learners, their peers, and the teachers. This is an important stage of the speaking cycle as Burns(2012) points out that

> "activities that help learners develop metacognitive knowledge and self-regulation of their speaking and learning processes are also needed to address affective and other cognitive demands of learning to speak a second language." (BURNS, 2012)

CONCLUSION

This material was intended to follow current language pedagogy principles, focusing on many premises of the communicative approach while allowing teachers to adapt and implement uses according to their view of learning and what their context demands. Moreover, students can further their knowledge and skills to enable themselves to express their views of the world, interact with others within the immediate speaking community, encourage mutual respect for differences, and get the opportunity to act with critical thinking, empathy, and agency.

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