

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

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THINK CLEARLY
Helping ESL students to be themselves in English.
(Unidade Didática para o Ensino de Inglês)

Belo Horizonte
Dezembro/2024

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(Unidade Didática para o Ensino de Inglês)**

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

Orientadora: Climene Arruda

**Belo Horizonte
Dezembro/ 2024**



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

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 13:30 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, THINK CLEARLY Helping ESL students to be themselves in English (Unidade Didática para o Ensino de Inglês), apresentado por Isabela Nogueira Resende, 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: 86

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.



Documento assinado eletronicamente por **Valdeni da Silva Reis, Professora do Magistério Superior**, em 04/01/2025, às 00:18, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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INSTRUÇÕES

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

O presente trabalho apresenta a criação do material didático "Think Clearly", um livro desenvolvido para o ensino de inglês como segunda língua, com foco na comunicação e no uso da língua em contextos reais. A proposta surgiu da minha experiência como professora de inglês e do desejo de tornar o aprendizado mais dinâmico e acessível aos alunos.

O material é destinado a adultos de nível intermediário (B1) que estudam inglês em aulas particulares online ou em escolas de idiomas. A organização do conteúdo segue uma progressão que engloba as quatro habilidades essenciais: leitura, fala, escuta e escrita. Cada unidade é estruturada em seções que incluem atividades de aquecimento, leitura, vocabulário, perguntas, escuta, explicação gramatical e tarefas para casa, promovendo uma abordagem equilibrada entre teoria e prática.

A fundamentação teórica do projeto baseia-se na importância de apresentar informações de forma clara e objetiva para facilitar o processo de aquisição da língua. O desenvolvimento deste livro também foi impulsionado pelas metodologias aprendidas no CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras/UFMG), que ampliaram minhas estratégias de ensino e aprimoraram minha prática pedagógica.

Palavras-Chave: ensino de Inglês; material didático; Inglês como segunda língua; comunicação e contextualização na aprendizagem.

This paper presents the creation of the teaching material “Think Clearly”, a book designed for teaching English as a second language, with a focus on communication and the use of language in real contexts. The book was influenced by my experience as an English teacher and my desire to make learning more dynamic and accessible to students.

The material is aimed at adults at intermediate level (B1) who study English in private online classes or in language schools. The organization of the content follows a progression that includes the four essential skills: reading, speaking, listening and writing. Each unit is structured into sections which include warm-up activities, reading, vocabulary, questions, listening, grammar explanations and homework tasks, promoting a balanced approach between theory and practice.

The project's theoretical foundation is based on the importance of presenting information clearly and objectively to facilitate the language acquisition process. The development of this book was also driven by the methodologies learned at CEI (Curso de Especialização em Ensino de Inglês – Faculdade de Letras/UFG), which expanded my teaching strategies and improved my pedagogical practice.

Keywords: teaching English; English textbook; English as a second language; communication and contextualization in learning.

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Since I was young, I have always had access to the English language and developed a deep passion for speaking and understanding it. As we know, language acquisition is a lifelong process, but I have consistently enjoyed the journey and taken pride in observing my own progress. As an English teacher, I strive to transmit this same sense of fulfillment to my students by creating engaging classes that incorporate a variety of activities, with a particular emphasis on speaking skills. I recognize that most of my students aim to use English for social interaction or to enhance their life opportunities, and I believe that mastering spoken English while understanding the associated social and cultural contexts is key to achieving these goals.

Starting the *CEI (Curso de Especialização em Ensino de Inglês - Faculdade de Letras – UFMG)* was one of the best decisions I have ever made. I have experienced significant growth as an English teacher. I have learned new methods for teaching English as a second language, developed engaging lessons using innovative online tools, and gained a deeper understanding of the various components of the language. Most importantly, I have improved my ability to adapt my teaching strategies to align with the goals and needs of my students.

In the process of second language acquisition, the clearer the information, the easier it is for learners to understand and process. This principle guided the creation of the textbook "*Think Clearly*" which focuses on developing units centered around real-life situations where students can use the language to express their feelings and needs. According to the Cambridge Dictionary, "clearly" means "in a way that is easy to see, hear, read, or understand," and "think" refers to "the activity of using your mind to consider something." To help students "think clearly," teachers must have access to comprehensive materials and tools that support this educational approach.

The target audience for the book is adults at the intermediate level of English (B1), who preferably study in private online classes or at a language school. The book is designed for heterogeneous groups focused on learning a second language, with a strong emphasis on developing communicative skills.

Both units of the book focus on the "conditional form," with one unit addressing hypothetical situations and the other dealing with future actions. This connection between the units strengthens the overall learning experience. Each unit addresses the four key language skills in the following order: reading, speaking, listening, and writing. The unit is divided into several sections: warm-up (to engage students with the topic and assess their previous knowledge), reading, vocabulary, questions, listening, language point, and finally, homework, which is a crucial tool for reinforcing learning and encouraging continued practice. This material was designed for educational purposes and has no commercial aspirations. It cannot be reproduced, partially or as a whole, without the express authorization of the author.

THINK CLEARLY



Isabela Nogueira

I WAS GOING TO SAY TO MY FRIEND
"YOUR FOOD IS DELICIOUS",
BUT I ACCIDENTALLY SAID:
"YOUR FOOT IS DELICIOUS".

WELL, THAT'S EMBARRASSING!



WELL, THAT'S EMBARRASSING!

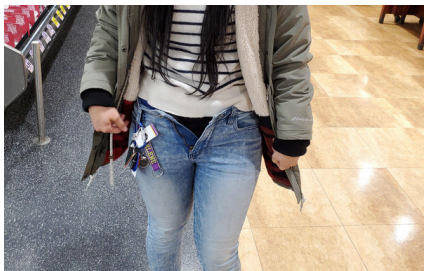
WARM UP

1- Match the situations with the images:

- YOU ACCIDENTALLY SPILLED COFFEE ON YOUR BOSS'S SHIRT.
- YOU SAID FOOT INSTEAD OF FOOD IN ENGLISH CLASS.
- YOU TRIP IN THE STREET AND ACCIDENTALLY FALL IN FRONT OF A GROUP OF PEOPLE.
- YOU'RE IN A RESTAURANT AND REALIZE THAT YOUR PANTS ARE UNZIPPED.



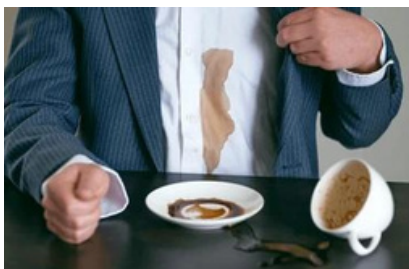
a) _____



c) _____



b) _____



d) _____

2-Rank the situations in the exercise above from most embarrassing (1) for the least embarrassing (4):

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

READING

3- Read the title of the article and answer the questions:

a) What types of situations do you think will be described in a text titled **"The Most Embarrassing Moments to Happen in Life"**?

4- Now read the full article:

a) When reading the article, highlight people's emotions and reactions when dealing with embarrassing situations.

THE MOST EMBARRASSING MOMENTS TO HAPPEN IN LIFE

Available at <https://bvtack.com/32960/feature/the-most-embarrassing-moments-to-happen-in-life/> Accessed in June 2024.

Have you ever been caught in an **awkward** situation that left you red-faced and wishing you could disappear? Today, we'll explore some of the most embarrassing moments that we all secretly dread. Whether you've experienced them or not, these stories are sure to keep you **entertained**.

1. Tripping up the stairs

One of the most embarrassing moments it is tripping while you are walking up the stairs. I can't tell you how many times I have been walking up the stairs in high school or even in my own house, and the slight slip of my foot would cause my heart to drop. Imagine people walking to the side of you and behind you then all the sudden, you instantly **biff** it. The worst part? Hearing laughter from everyone nearby.

2. Thinking you know a stranger

The second most embarrassing moment it is waving or talking to a stranger you thought you knew. How many times have you tried waving or saying hi to your friends, but then suddenly it turns into a **cringed** look from a stranger? Once, I was so sure I saw a family friend, I began **directing** them to a parking spot. A quick **glimpse** at the driver revealed my mistake, and my face turned red. It was a shameful moment that my family never let me forget.

3. Walking into same direction as other person

The next embarrassing moment happens when you try walking past someone, but you accidentally walk into the same direction as the other person. The worst case takes place when you and this other person continuously move left to right and can't find a way to simply pass each other. I have learned from past experiences to walk in a straight-line showing confidence when approaching a crowd or person coming at you. There are no studies shown, but to my past experiences, ninety percent of people will slide out of your way at the last possible second to avoid creating contact. Hopefully you can use this strategy next time you find yourself in this scenario.

4. Liking an old social media post

The last most embarrassing moment a person can experience in life happens when you are stalking someone's profile on social media, but you accidentally like a post from over a year ago. Think of this moment happening with your crush. I must admit this may have happened to me before. After you commit this **shameful** act, you immediately think of a way to recover. Not knowing what to do at the time, I went ahead and liked all my crushes past pictures because you can't just like one right?

Embarrassing moments happen to everyone, but they can also **draw a laugh** and remind us to not take life too seriously. Next time you face one, smile—it's all part of being human..

VOCABULARY

5- Match the words on the left with their definitions on the right:

- | | |
|-----------------|--|
| a) awkward | 1) deserving blame, or being a reason for feeling ashamed; |
| b) entertained | 2) a hit or punch; |
| c) biff | 3) to see something or someone for a very short time or only partly; |
| d) cringed | 4) to keep a group of people interested or enjoying themselves; |
| e) directing | 5) very embarrassing, because of being so bad or silly; |
| f) glimpse | 6) make fun of the situation; |
| g) shameful | 7) going in a straight line towards somewhere or someone without stopping or changing; |
| h) draw a laugh | 8) embarrassed or nervous: |

QUESTIONS

6- Answer the questions about the text:

- How does the author describe the feeling of tripping up the stairs in front of others?
- What emotion did the author feel when he mistakenly directed a stranger, thinking it was a family friend?
- What physical reaction does the author mention when they accidentally like an old social media post?
- What advice does the author give about dealing with embarrassing moments?

LISTENING

7- We are going to watch an interview with the actress “Jennifer Lawrence” telling about her most embarrassing moments.

- Do you think she ever felt embarrassed in public?



Steve Granitz / WireImage

8- Now let's watch the video:

- When listening to the interview, identify the situations that happened in her life and how she felt in each of them.



A FAMOUS PERSON TALKING ABOUT AN EMBARRASSING SITUATION.



Available at <https://www.youtube.com/watch?v=4OTQV48qBoY&t=1s> Accessed in June 2024.



CLICK HERE TO WATCH THE VIDEO

9-Match the sentences on the left with the sentences on the right to form phrases about the video:

- a) Jennifer Lawrence has these two really humiliating stories..
- b) When she mistook a person, her reaction was..
- c) When she was introducing herself to Francis Coppola..
- d) The interviewer shared his embarrassing moment...

- 1-..her dress was unzipped.
- 2-...when he felt so ridiculous.
- 3... that are her most embarrassing moments.
- 4-...she took off running and hid behind the wall.

10- Answer the questions and discuss your answers with a classmate:

- a) Has anything similar to her stories ever happened to you?
- b) Have you ever mistaken someone for someone else?
- c) How would you feel in her shoes?

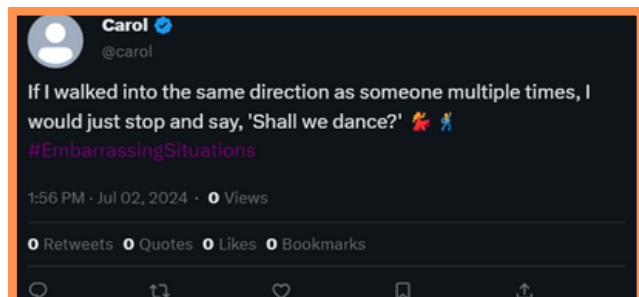
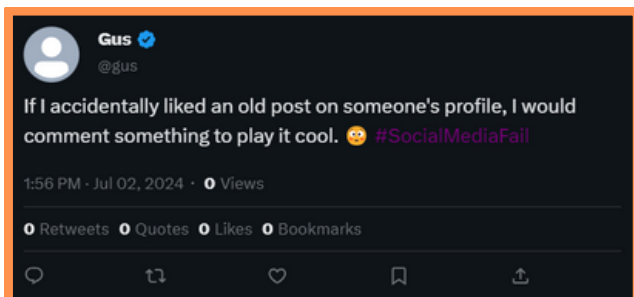
BE IN SOMEONE'S SHOES:

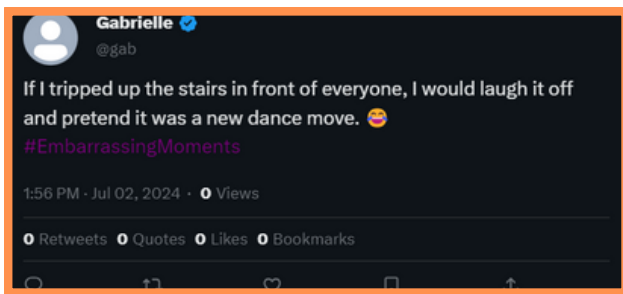
to be in the situation, usually a bad or difficult situation, that another person is in



TWEETS ABOUT EMBARRASSING MOMENTS

11-Embarrassing moments are part of everyone's life. Let's check some tweets of people telling about the most awkward moments they can think of and how they would react to them:





12-Now it is your turn:

a) Access the website (<https://tweethunter.io/fake-tweet-generator>) and create a tweet describing the most embarrassing situation you can think of and how you would react to it. Check the examples above to help you to create the sentence.

[embarrassingmoments](#) # [awkward](#) # [embarrassingsituations](#) # [socialmediafail](#)



LANGUAGE POINT

IF I ACCIDENTALLY LIKED AN OLD POST ON SOMEONE'S PROFILE, I WOULD COMMENT SOMETHING TO PLAY IT COOL.

13- Check your understanding:

- a) We use the structure to talk about **real/unreal** situations.
- b) We need to use the infinitive **with to/without to** after would.
- c) We **can/can't** change the word order "I would...If...".
- d) We can form negative sentences by adding "not" **before/after** "would".



14- Fill in the blanks with the correct form of the verbs:

- a) If we _____ (win) the game, we _____ (celebrate) all night.
- b) If you _____ (have) more time, _____ you _____ (learn) a new language?
- c) If I _____ (not be) poor, I _____ (buy) a big house.
- d) If he _____ (study) hard, he _____ (pass) the exam.
- e) If they _____ (arrive) on time, _____ they _____ (see) the show?
- f) If I _____ (not have) a car, I _____ (take) a bus to the beach.
- g) If he _____ (know) her number, he _____ (call) her.
- h) If we _____ (be) on vacation, we _____ (relax) by the pool.

15- What would you *do to deal with* each of the embarrassing situations:

DEAL WITH
SOMETHING:

to take action in order to achieve something or in order to solve a problem

a) What would you do if you said foot instead of food in English class?

EX: IF I SAID "FOOT" INSTEAD OF "FOOD" IN ENGLISH CLASS, I WOULD MAKE FUN OF IT.

b) What would you do if you trip in the street and accidentally fall in front of a group of people?

c) What would you do if you accidentally spilled coffee on your boss's shirt?

d) What would you do if you're in a restaurant and realize that your pants are unzipped?

16- Answer the questions and discuss your answers with a classmate:

a) What would you do if you could travel anywhere in the world?

b) How would your life change if you won the lottery?

c) What would happen if you met your favorite celebrity?



HOMEWORK

17- Create a digital presentation about:

WHAT YOU WOULD DO IF YOU WERE THE PRESIDENT OF YOUR COUNTRY?

a) Access an AI Image Creation Website:

- Go to an AI website that generates images (e.g., DALL-E, Midjourney, etc.).
- Create images that represent the changes you would make in your country if you were the president. These can include improvements in infrastructure, education, healthcare, environmental initiatives, or any other aspects you consider important.

b) Create a Digital Presentation:

- Use a presentation tool (e.g., PowerPoint, Google Slides, Canva) to create a digital presentation.



Remember to include the title, a brief introduction, the AI image, a description, a summary of the main points and references if necessary.



Lesson reflection:

1- I learned and used new vocabulary and grammar in this lesson.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

2- Now I can talk about hypothetical and unreal situations.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

3- I learned about feelings related to embarrassing situations.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

4- How would you describe your engagement with the unit?

- a) I engaged with the unit.
- b) I could have been more engaged.
- c) I need to revise.
- d) I couldn't engage.

4- Is there anything you found difficult about the lesson?

5- What did you enjoy the most about the lesson?

IF IT RAINS TOMORROW, WE WILL VISIT THE MUSEUM INSTEAD OF THE BEACH.

THAT'S A GOOD PLAN!



PLANNING A TRIP!

WARM UP

1- Match the situations with the images:

- IF IT'S SUNNY THIS WEEKEND, WE WILL GO TO THE BEACH.
- IF IT RAINS TOMORROW, WE WILL VISIT THE MUSEUM.

- IF IT SNOWS NEXT WEEK, WE WILL GO SKIING.
- IF THE WEATHER IS GOOD NEXT SUNDAY, WE WILL GO ON A HIKE.



a) _____

c) _____



b) _____

d) _____

2-Read the sentences below and complete each one by choosing what you would do in the given scenario:

- a) If it rains all weekend, _____
- b) If the temperature drops unexpectedly, _____
- c) If it snows heavily next week, _____
- d) If the weather is too hot to be outside, _____
- e) If there's a thunderstorm in the afternoon, _____

READING

3- Read the title of the article and answer the questions:

- a) What kind of advice do you think would be given in a text titled "How to Plan a Trip Around the Weather."?

4- Now read the full article:

- a) When reading the article, highlight the types of problems that can be faced on a trip because of the weather and the possible solutions.

HOW TO PLAN A TRIP AROUND THE WEATHER

Available at <https://www.weatherforyou.com/articles/how-to-plan-trip-around-weather.php/> Accessed in October 2024.

When it comes to planning a trip, one of the most important factors to consider is the weather. However, even with the best planning, weather **forecasts** can sometimes change, causing **unexpected** challenges. Let's explore how to plan a trip around the weather:

One of the first steps in planning a trip is deciding when to go. The ideal time to travel depends on your destination and the activities you want to do. However, even during the "best" seasons, **unpredictable** weather events can occur. Storms, **heatwaves**, or intense cold might **disrupt** your plans, so it's important to stay **flexible**. You might have to adjust your **itinerary** to make the most of your trip.

-  • **Summer Trip:** Summer is known for warm weather, making it a popular season for beach vacations. However, summer can also bring unexpected heatwaves or thunderstorms. For example, if you're planning to hike and an intense heatwave hits, you might need to go for indoor activities, like visiting museums or exploring local cafes.
-  • **Fall Trip:** Autumn brings cooler weather and is a great time to enjoy the beauty of changing leaves. Yet, early snowfalls or heavy rains could disrupt your plans. If heavy rain is forecasted, you might need to switch outdoor activities for indoor experiences, such as visiting art galleries or attending a cooking class.
-  • **Winter Trip:** Winter is the peak season for skiing and snowboarding in mountain resorts. However, winter storms can cause transportation delays, and unexpected cold fronts could affect your travel plans. If the weather is bad, you could explore nearby towns or try alternative winter activities like ice skating.
-  • **Spring Trip:** Spring is a beautiful time to visit places before the summer rush. However, spring can be unpredictable with sudden rain or colder days. For instance, if you're planning to enjoy outdoor gardens and a cold front comes through, you might consider visiting indoor botanical gardens or taking part in a local cultural festival instead.

Planning a trip around the weather is not just about picking the right season but also being prepared for unexpected conditions. By considering potential weather changes, packing appropriately, and staying flexible, you can make the most of your vacation.

Always stay updated with the latest forecast and adjust your itinerary as needed to **ensure** a nice and enjoyable trip.

VOCABULARY

5- Match the words on the left with their definitions on the right:

- | | |
|------------------|---|
| a) unexpected | 1) a prediction of what is likely to happen in the future; |
| b) forecast | 2) to prevent something, especially a system, process, or event, from continuing as usual or as expected; |
| c) ensure | 3) a detailed plan or route of a journey; |
| d) unpredictable | 4) not expected; |
| e) heatwave | 5) able to change or be changed easily according to the situation; |
| f) disrupt | 6) to make something certain to happen; |
| g) flexible | 7) likely to change suddenly and without reason; |
| h) itinerary | 8) a period of time such as a few weeks when the weather is much hotter than usual; |

QUESTIONS

6- Answer the questions about the text:

- What are some common weather-related problems travelers might face during their trip?
- According to the text, how can travelers adjust their plans if faced with unexpected weather conditions?
- Why is it important to remain flexible when planning a trip, and how does the text suggest staying prepared for sudden weather changes?

LISTENING

7-We are going to watch a video of the TV Show “Modern Family” (Season 05, episode 20):

“The whole family joins Phil as he tries to fulfill his mother’s wish to visit Australia, the place where he was conceived. However, his efforts to connect with his homeland don’t go as planned, and he faces some unexpected difficulties.”

- What expectations do you think someone might have when visiting a place that feels connected to their identity?

8- Now let’s watch the video:

- When listening to the interview, identify the events that took place during his vacation and observe how he handled the unexpected situations he encountered.



MODERN FAMILY | WHY DOES AUSTRALIA HATE PHIL DUNPHY



CLICK HERE TO WATCH THE VIDEO

Available at <https://www.youtube.com/watch?v=85frK3GTZVA> Accessed in October 2024.

9-Match each of Phil’s challenges during his trip to Australia with the best description of how he handled it:

- | | |
|---|--|
| a) Trying to take the family to a scenic height. | 1-He tries to stay positive and do it on his own. |
| b) Being stung by a jellyfish. | 2-He gets scared and starts screaming. |
| c) Having an encounter with a kangaroo. | 3- He reaches his limit and starts complaining to the world. |
| d) Going on a hike and being attacked by an insect. | 4-He gets too close and ends up being knocked out by the animal. |

10- Answer the questions and discuss your answers with a classmate:

- a) Have you ever had unexpected challenges on a trip, like Phil did? How did you handle them, and what did you learn from the experience?
- b) Do you usually enjoy stepping out of your comfort zone when traveling?
- c) Have you traveled with family and experienced different reactions to plans? How did you adjust?



PLANNING A TRIP

When planning a trip, travelers need to consider many factors. Fortunately, there are several apps available today to help them avoid unforeseen events, for example, the *Triplt* website:



Find your travel plans in one place



Triplt gives you a single view of all your trips, to help you keep it all straight—even if you’re planning one while still on another. The (free) benefits don’t stop there.

Sign Up—It’s Free!

CLICK HERE TO ACCESS THE WEBSITE.

11-Access the website (<https://www.tripit.com/web/free>) and create your dream itinerary. Remember to enter your dream destination, the activities you would do there and the best date for your trip (you can search for the best time of year). Save all the information and bring to the class.

12-Write down four possible unforeseen events that could happen during your trip. Think about weather changes, delays, or anything unexpected!

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

 **LANGUAGE POINT**

IF I LOSE MY PASSPORT, I WILL GO TO THE EMBASSY FOR HELP.



13- Check your understanding:

- a) We use the structure to talk about something that might happen in the **past/future** if a condition exists.
- b) We **need/don't** need to use the comma (,) between the sentences.
- c) We **can/can't** change the word order "I will.....If.....".
- d) The verb in the if clause is **present/future**, and the verb in the main clause is **present/future**.

14- Fill in the blanks with the correct form of the verbs:

- a) If it _____ (not rain) tomorrow, _____ you _____ still (bring) an umbrella to work?
- b) If we _____ (miss) our flight, we _____ (book) a new one for the next day.
- c) If my sister _____ (finish) her homework early, we _____ (go) out for ice cream.
- d) If you _____ (not apologize), I _____ (not forgive) you.
- e) If you _____ (study) hard for the exam, you _____ (pass) with flying colors.
- f) If the temperature _____ (drop) below freezing, we _____ (cancel) the outdoor event.
- g) If they _____ (not confirm) the reservation, we _____ (not stay) at that hotel.
- h) If you _____ (not complete) your project, you _____ (not pass) the class.



You decided to take a family trip to the beach, but when you checked the weather forecast you had to change your plans due to bad weather.

15- What will you do to handle each of the weather-related problems:

TO HANDLE SOMETHING:

to deal with, have responsibility for, or be in charge of

a) What will you do if it rains heavily on the day you planned to go to the beach?

EX: IF IT RAINS HEAVILY ON THE DAY I PLANNED TO GO TO THE BEACH, I WILL VISIT A MUSEUM.

b) What will you do if strong winds make it unsafe to swim or stay on the beach?

c) What will you do if the temperature drops unexpectedly, and it becomes too cold for outdoor activities?

d) What will you do if there is a heatwave, and it becomes too hot to stay outside for long?

16- Answer the questions and discuss your answers with a classmate:

a) If you have free time this weekend, what will you do? Is there a hobby you want to try or something you will work on?

b) If your friends invite you to a last-minute event, will you go? What kinds of events do you usually accept or decline?

c) If you want to learn a new skill, what will you choose and why? How will this skill benefit you in the future?

HOMEWORK

17- Create a Spotify Playlist:

IF I GO ON MY DREAM VACATION, I WILL LISTEN.....

a) Pick a dream destination:

Reflect on the itinerary you created in Exercise 14 and visualize your dream destination..

b) Create your playlist:

Choose 5-10 songs you would listen to on this trip. Think about songs for different moods or activities you might experience.

c) Prepare to share:

In the next class, share your playlist, talk about why you chose each song, and explain how each one matches a part of your trip.



You can post your playlist description on a collaborative platform like Padlet or Instagram to share your dream vacation plan and songs.



Lesson reflection:

1- I learned and used new vocabulary and grammar in this lesson.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

2- Now I can discuss realistic scenarios and predict future consequences.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

3- I learned how to express solutions for common travel problems.

- a) I agree.
- b) I mostly agree.
- c) I disagree.
- d) I mostly disagree.

4- How would you describe your engagement with the unit?

- a) I engaged with the unit.
- b) I could have been more engaged.
- c) I need to revise.
- d) I couldn't engage.

4- Is there anything you found difficult about the lesson?

5- What did you enjoy the most about the lesson?

Teacher's Guide: Unit 01

Getting to know the material

Audience and level:	Adults at the intermediate level of English (B1), who preferably study in private online classes or at a language school.
Aims:	By the end of the lesson, students will be able to use conditional form to talk about hypothetical situations, tell stories about funny and embarrassing moments, and communicate feelings related to embarrassing situations with confidence.
Skills:	<p>Reading: Explore a text titled “The Most Embarrassing Moments in Life” to explore common awkward situations and reactions.</p> <p>Listening: Watch a YouTube interview where a famous actress shares her most embarrassing moments and how she handled them.</p> <p>Speaking: Use the second conditional to discuss personal embarrassing moments and imagine alternative reactions.</p> <p>Writing: Create a tweet sharing a personal awkward experience, and create a digital presentation answering, “What would you do if you were the president of your country?”</p>
Grammar:	Second conditional used in English to talk about hypothetical situations and their possible outcomes.
Notes to teachers:	<ul style="list-style-type: none">• Group Discussions: Divide students into small groups and give them a topic related to the lesson to discuss together.• Collaborative Projects : Have groups work on a project together.• Role-Playing : Assign students roles and let them act out everyday scenarios. This is great for practicing conversational skills and using new vocabulary in a practical context.• Think-Pair-Share: Ask a question to the class, have them think about their answer individually, then pair up to discuss their ideas with a partner before sharing with the group. This encourages critical thinking and peer interaction.• Interactive Whiteboard or Digital Tools: Use tools like an interactive whiteboard, Google Slides, or other digital platforms to create interactive lessons. You can also use tools like Quizlet, Padlet, or Pear Deck to make learning more engaging.

Teacher's Guide: Unit 01

Warm up:

01) Matching Activity:

- Ask students to match each sentence with the correct image, if possible, display the images on the board or in a virtual classroom.

02) Ranking Activity:

- After matching, students will individually rank the situations from the most embarrassing (1) to the least embarrassing (4). In pairs, have them compare and discuss their rankings.

Class Discussion:

- Bring the whole class together to share their rankings. Encourage students to explain why they ranked each situation in a particular way and start a conversation around the topic of embarrassment.

Answer Key:

- a) You said foot instead of food in English class.
- b) You trip in the street and accidentally fall in front of a group of people.
- c) You accidentally spilled coffee on your boss's shirt.
- d) You're in a restaurant and realize that your pants are unzipped.

Reading:

03) Pre-Reading Activity:

- Ask students to read the title: "The Most Embarrassing Moments to Happen in Life". In pairs or small groups, have students discuss and predict the types of situations they think will be described in the article. Encourage them to share personal experiences if they feel comfortable.

Question to Guide Prediction:

- a) What types of situations do you think will be described in a text titled "The Most Embarrassing Moments to Happen in Life"?

Suggested Answer:

Students may predict common embarrassing moments like public speaking pitfalls, tripping in public, wardrobe malfunctions, or saying something awkward in conversation.

04) Reading:

- Have them read the article carefully. As they read, instruct them to highlight any emotions or reactions people have when facing embarrassing moments. After reading, ask students to share the emotions and reactions they highlighted. Discuss how these emotions may vary based on the situation and the individual.

Suggested Answer:

Emotions: Embarrassment, shame, anxiety, nervousness, fear, or even humor.

3- Discussion Point (5 minutes):

- Discuss how people's responses can depend on whether they feel judged by others or how intense the situation is.

Teacher's Guide: Unit 01

Vocabulary:

05) Matching activity:

- Begin by reviewing the key vocabulary from the text. Ask students to recall where these words appeared in the context. Introduce the matching activity by explaining that they will match words from the text with their definitions.
- Display the matching exercise and let students work in pairs or small groups to encourage collaboration and communication. Monitor groups, offering help with understanding definitions or clarifying meanings where needed.

Class Discussion:

- Once most groups have completed the task, go over the answers as a class. Call on different pairs or groups to explain their choices. Encourage further discussion by asking for additional examples of how these words might be used in different contexts.

Follow-up:

- Ask students to select 2-3 of the words and write short sentences using them in new contexts (not just based on the text).

Answer Key:

- a) awkward → 8) embarrassed or nervous
- b) entertained → 4) to keep a group of people interested or enjoying themselves
- c) biff → 2) a hit or punch
- d) cringed → 5) very embarrassing, because of being so bad or silly
- e) directing → 7) going in a straight line towards somewhere or someone without stopping or changing
- f) glimpse → 3) to see something or someone for a very short time or only partly
- g) shameful → 1) deserving blame, or being a reason for feeling ashamed
- h) draw a laugh → 6) make fun of the situation

Questions:

06) Comprehension Activity:

- Ask students: "Has anyone experienced an awkward moment recently? How did you handle it?". Encourage students to share in pairs or small groups, promoting a relaxed environment.
- Display the comprehension questions based on the text they previously read. Have students answer these questions individually or in pairs.

Speaking Practice Tips:

Allow students to discuss their answers in groups, promoting collaboration and conversation and encourage them to use conditional sentences to express their thoughts. For less confident speakers, allow them to first write down their responses before sharing aloud.

Teacher's Guide: Unit 01

Listening:

07) Pre-Listening Discussion:

- Start with the question: "Do you think Jennifer Lawrence, a famous actress, ever felt embarrassed in public?". Encourage students to guess the types of situations she might have encountered and how she could have felt.

08) Watching the Video:

- Introduce the video by saying: "We are going to watch an interview where Jennifer Lawrence talks about her most embarrassing moments in public."
- Instruction for students: As you watch, focus on identifying the situations that happened to her and note how she felt in each of them.

Video Tip:

Play the video twice to help students understand the general context and details. You can also slow down the video, as she speaks very quickly and some parts can be difficult to understand.

09) Matching activity:

- Have students work in pairs or small groups. Display the activity sheet with the sentences on the left and right columns and instruct them to match the sentences to form complete and accurate statements. After students complete the activity, go over the answers as a group. Ask volunteers to explain why they matched certain sentences, reinforcing understanding.

10) Comprehension Questions:

- Have students discuss the questions with a partner or in small groups. After discussing invite a few students to share their stories with the whole class. End the activity by asking students to create sentences using the idiom "to be in someone's shoes" with examples from their lives.

Answer Key:

- a) Jennifer Lawrence has these two really humiliating stories...
3... that are her most embarrassing moments.
b) When she mistook a person, her reaction was...
4... she took off running and hid behind the wall.
c) When she was introducing herself to Francis Coppola...
1... her dress was unzipped.
d) The interviewer shared his embarrassing moment...
2... when he felt so ridiculous.

Writing:

11 and 12) Writing and self-reflection:

- Ask students to access the website and create a mock tweet about a real or imagined embarrassing moment. Encourage them to reflect on what they would do differently if they could go back in time. Have students share their tweets with the class or post them on a collaborative platform like Padlet to foster a supportive and humorous class atmosphere.

Writing Tip:

You can give this activity as homework, so that students have more time to prepare and would be more open to share a personal experience by creating their own tweet.

Teacher's Guide: Unit 01

<p>Language point:</p>	<p>14) Grammar:</p> <ul style="list-style-type: none">• Write down on the board or display the sentence: “If I accidentally liked an old post on someone’s profile, I would comment something to play it cool.” and encourage the students to identify the structure of the sentences. Check the students' understanding of the topic with the short quiz. <p><u>Answer key:</u></p> <ol style="list-style-type: none">a) We use the structure to talk about unreal situations.b) We need to use the infinitive without to after would.c) We can change the word order “I would...If...”d) We can form negative sentences by adding “not” before would. <p>15) Fill in the Gaps:</p> <ul style="list-style-type: none">• Ask students to fill in the blanks with the correct form of the verbs in parentheses. Encourage students to work in pairs or small groups.• After students finish, go through the answers together as a class. Have each pair/group share their answers and explain their choices. <p><u>Answer Key:</u></p> <ol style="list-style-type: none">a) If we won the game, we would celebrate all night.b) If you had more time, would you learn a new language?c) If I were not poor, I would buy a big house.d) If he studied hard, he would pass the exam.e) If they arrived on time, would they see the show?f) If I did not have a car, I would take a bus to the beach.g) If he knew her number, he would call her.h) If we were on vacation, we would relax by the pool. <p>15 and 16) Discussion of hypothetical scenarios:</p> <ul style="list-style-type: none">• Introduce the hypothetical scenarios. Now, encourage students to think critically and express themselves in small groups. <p><u>Speaking Practice Tips:</u></p> <p>Allow students to discuss their answers in groups, promoting collaboration and conversation and encourage them to use conditional sentences to express their thoughts. For less confident speakers, allow them to first write down their responses before sharing aloud.</p>
<p>Homework:</p>	<p>17) Homework- Introduce the task:</p> <ul style="list-style-type: none">• Introduce the homework task to the students. Explain that they will visit an AI image creation website to generate visuals and create a digital presentation. Explain to the students what information they need to include in the presentation.• If possible, allow students to brainstorm ideas in pairs or small groups before working on their presentations individually.

Teacher's Guide: Unit 01

Homework:	<ul style="list-style-type: none">• When reviewing the presentations, focus on their use of the second conditional and creativity. <p><i><u>Suggested Tools:</u></i></p> <ul style="list-style-type: none">• AI Image Generators (e.g., DALL-E, MidJourney).• Presentation tools (e.g., PowerPoint, Google Slides, Canva).
Lesson reflection:	<ul style="list-style-type: none">• Encourage students to reflect on their progress during the lesson by assessing their own performance. Have them thoughtfully consider how well they engaged with the tasks and mark their evaluation accordingly.

Teacher's Guide: Unit 02

Getting to know the material

Audience and level:	Adults at the intermediate level of English (B1), who preferably study in private online classes or at a language school.
Aims:	By the end of the lesson, students will be able to talk about hypothetical travel scenarios. For example, "If it rains tomorrow, we will visit the museum instead of the beach." and explore different travel destinations, weather conditions, and activities while practicing the first conditional.
Skills:	<p>Reading: Explore a text titled "How to Plan a Trip Around the Weather." learning strategies to make the most of different climates</p> <p>Listening: Watch a Modern Family clip ("Why Does Australia Hate Phil Dunphy." Season 5, Episode 20) to identify travel challenges caused by unexpected things.</p> <p>Speaking: Practice creating solutions for hypothetical weather-related travel issues using the first conditional.</p> <p>Writing: Design a dream trip itinerary, outlining personal plans, destinations, and goals.</p>
Grammar:	First conditional used in English to express the future consequence of a realistic possibility now or in the future,
Notes to teachers:	<ul style="list-style-type: none">• Group Discussions: Divide students into small groups and give them a topic related to the lesson to discuss together.• Collaborative Projects : Have groups work on a project together.• Role-Playing : Assign students roles and let them act out everyday scenarios. This is great for practicing conversational skills and using new vocabulary in a practical context.• Think-Pair-Share: Ask a question to the class, have them think about their answer individually, then pair up to discuss their ideas with a partner before sharing with the group. This encourages critical thinking and peer interaction.• Interactive Whiteboard or Digital Tools: Use tools like an interactive whiteboard, Google Slides, or other digital platforms to create interactive lessons. You can also use tools like Quizlet, Padlet, or Pear Deck to make learning more engaging.

Teacher's Guide: Unit 02

Warm up:

01) Matching Activity:

- Ask students to match each sentence with the correct image, if possible, display the images on the board or in a virtual classroom.

02) Ranking Activity:

After matching, students will choose how they would complete each sentence based on the hypothetical weather conditions. This can prompt discussions around personal preferences for travel activities and adapting plans to changing weather.

Class Discussion:

- Bring the whole class together to share their answers. Encourage students to explain their choices in a particular way and start a conversation around the topic of planning a trip.

Suggested Answer:

- a)...visit museums, go shopping at a mall or stay in and watch movies.
- b)...buy a warmer coat and continue exploring or find indoor attractions.
- c)...go skiing, build a snowman or stay at a cozy cabin.
- d)..go to an air-conditioned museum or relax indoors at a café.
- e)...reschedule an outdoor tour or stay in and play board games.

Reading:

03) Pre-Reading Activity:

- Ask students to read the title: "How to Plan a Trip Around the Weather". In pairs or small groups, have students discuss and predict the types of situations they think will be described in the article. Encourage them to share personal experiences if they feel comfortable.

Question to Guide Prediction:

- a) What kind of advice do you think would be given in a text titled "How to Plan a Trip Around the Weather."?

Suggested Answer:

Students may share situations they have lived through and negative travel experiences they have had because of weather conditions and how they deal with the situation.

04) Reading:

- Ask them to read the article carefully. While reading, instruct them to highlight the types of problems that can be faced on a trip because of the weather and the possible solutions. After reading, ask the students to share the problems they have highlighted. Discuss the various possible ways of dealing with the unexpected events.

Suggested Answer:

Unexpected weather events: Storms, heatwaves, or intense cold.

Possible solutions: remain flexible and adjust your itinerary.

Teacher's Guide: Unit 02

Vocabulary:

05) Matching activity:

- Begin by reviewing the key vocabulary from the text. Ask students to recall where these words appeared in the context. Introduce the matching activity by explaining that they will match words from the text with their definitions.
- Display the matching exercise and let students work in pairs or small groups to encourage collaboration and communication. Monitor groups, offering help with understanding definitions or clarifying meanings where needed.

Class Discussion:

- Once most groups have completed the task, go over the answers as a class. Call on different pairs or groups to explain their choices. Encourage further discussion by asking for additional examples of how these words might be used in different contexts.

Follow-up:

- Ask students to select 2-3 of the words and write short sentences using them in new contexts (not just based on the text).

Answer Key:

a) unexpected → 4) not expected

b) forecast → 1) a prediction of what is likely to happen in the future

c) ensure → 6) to make something certain to happen

d) unpredictable → 7) likely to change suddenly and without reason

e) heatwave → 8) a period of time such as a few weeks when the weather is much hotter than usual

f) disrupt → 2) to prevent something, especially a system, process, or event, from continuing as usual or as expected

g) flexible → 5) able to change or be changed easily according to the situation

h) itinerary → 3) a detailed plan or route of a journey

Questions:

06) Comprehension Activity:

- Ask students: “Has anyone had any negative experiences with the weather while traveling? How did you handle it?”. Encourage students to share in pairs or small groups, promoting a relaxed environment.
- Display the comprehension questions based on the text they previously read. Have students answer these questions individually or in pairs.

Speaking Practice Tips:

Allow students to discuss their answers in groups, promoting collaboration and conversation and encourage them to use conditional sentences to express their thoughts. For less confident speakers, allow them to first write down their responses before sharing aloud.

Teacher's Guide: Unit 02

Listening:

07) Pre-Listening Discussion:

- Start by telling the students about the TV show and asking if any of them have watched it before. Show the synopsis of the episode and read it aloud with the students. Encourage the students to guess the types of situations that might occur and the expectations they might have.

08) Watching the Video:

- Introduce the video by saying: “We are going to watch a video of the TV Show “Modern Family” (Season 05, episode 20).”
- Instruction for students: As you watch, focus on identifying the situations that happened to him and note how he handled each of them.

Video Tip:

Play the video twice to help students understand the general context and details. You can also slow down the video or use the transcript.

09) Matching activity:

- Have students work in pairs or small groups. Display the activity sheet with the sentences on the left and right columns and instruct them to match the sentences. After students complete the activity, go over the answers as a group. Ask volunteers to explain why they matched certain sentences, reinforcing understanding.

10) Comprehension Questions:

- Have students discuss the questions with a partner or in small groups. After discussing invite a few students to share their stories with the whole class.

Answer Key:

- a) Trying to take the family to a scenic height.
1-He tries to stay positive and do it on his own.
- b) Being stung by a jellyfish.
2-He gets scared and starts screaming.
- c) Having an encounter with a kangaroo.
4-He gets too close and ends up being knocked out by the animal.
- d) Going on a hike and being attacked by an insect.
3- He reaches his limit and starts complaining to the world.

Writing:

11 and 12) Writing:

- Ask students to visit the website and create an itinerary for their dream trip. Encourage them to choose a destination, plan activities, and select the best time of year for their visit. Remind students to save this information to bring to class. During class, have each student share their itinerary, either with the group or on a collaborative platform like Padlet. Then, ask each student to mention one unforeseen event that could occur and explain how they would handle it.

Writing Tip:

You can give this activity as homework, so that students have more time to prepare and would be more open to share with the class.

Teacher's Guide: Unit 02

Language point:

13) Grammar:

- Write down on the board or display the sentence: “If I lose my passport, I will go to the embassy for help.” and encourage the students to identify the structure of the sentences. Check the students' understanding of the topic with the short quiz.

Answer key:

- a) We use the structure to talk about something that might happen in the future if a condition exists.
- b) We need to use the comma (,) between the sentences.
- c) We can change the word order “I will.....If.....”
- d) The verb in the if clause is present, and the verb in the main clause is future.

14) Fill in the Gaps:

- Ask students to fill in the blanks with the correct form of the verbs in parentheses. Encourage students to work in pairs or small groups.
- After students finish, go through the answers together as a class. Have each pair/group share their answers and explain their choices.

Answer Key:

- a) If it does not rain tomorrow, will you still bring an umbrella to work?
- b) If we miss our flight, we will book a new one for the next day.
- c) If my sister finishes her homework early, we will go out for ice cream.
- d) If you do not apologize, I will not forgive you.
- e) If you study hard for the exam, you will pass with flying colors.
- f) If the temperature drops below freezing, we will cancel the outdoor event.
- g) If they do not confirm the reservation, we will not stay at that hotel.
- h) If you do not complete your project, you will not pass the class.

15 and 16) Discussion of future plans:

- Introduce the questions and encourage students to think critically and express themselves in small groups.

Speaking Practice Tips:

Allow students to discuss their answers in groups, promoting collaboration and conversation and encourage them to use conditional sentences to express their thoughts. For less confident speakers, allow them to first write down their responses before sharing aloud.

Homework:

17) Homework- Introduce the task:

- Introduce the homework task to the students. Explain that students will create a playlist of songs they would enjoy on their dream trip, using first conditional sentences to explain how each song suits different scenarios or moods on their journey.
- Have students think back to their itinerary in Exercise 14 and visualize their dream travel experience. Instruct them to select 5-10 songs to match specific moments or activities on their trip (e.g., exploring, relaxing, adventure). In the next class, each student will present their playlist, explaining how each song connects to a part of their trip using first conditional sentences.

Teacher's Guide: Unit 02

Homework:	<ul style="list-style-type: none">• When students share, emphasize their use of first conditional phrases and ensure each student connects the song to their hypothetical experience effectively. <p><i>Suggested Tools:</i></p> <ul style="list-style-type: none">• Spotify for playlists.• Canva or Google Slides for optional visual presentations.
Lesson reflection:	<ul style="list-style-type: none">• Encourage students to reflect on their progress during the lesson by assessing their own performance. Have them thoughtfully consider how well they engaged with the tasks and mark their evaluation accordingly.

“**Think Clearly**” is a textbook designed to support English as a Second Language (ESL) students in developing communicative skills and building confidence in their language abilities. It emphasizes methods that enhance comprehension and practical language application in real-life contexts.

During my teaching years, I've encountered diverse students and observed how language can both challenge and inspire. While many grasp grammar, only a few feel genuinely confident expressing themselves fluently. This book is my answer to trying to change that scenario, combining effective teaching strategies with engaging activities that encourage students to share their ideas and personality through English.

Each student brings unique goals to language learning, often without a clear definition of what it means to be bilingual. In today's interconnected world, English serves as a global lingua franca— a shared language for communication across diverse native languages. As Richard Nordquist (2024) explains, English as a lingua franca (ELF) allows speakers of varied linguistic backgrounds to communicate effectively. Given this, this book considers the diversity of social interactions students will encounter, promoting a bilingual mindset through its approach.

Bilingualism, as defined by François Grosjean (2013), includes the regular use of two or more languages in daily life. “**Think Clearly**” provides opportunities for students to practice English fluently, emphasizing real-life engagement and frequency of use. The textbook aims to guide students beyond traditional exercises, supporting their acquisition journey by clarifying their personal goals and aligning their language needs with their aspirations.

The textbook also addresses Grosjean's insight that limited exposure to the language can impede frequency of use. By incorporating social media, authentic social interactions, and real-world topics the textbook encourages frequent use of English in varied contexts, creating a more practical path for ESL learners.

The two units were designed to connect through the use of conditional forms, supporting B1-level students in acquiring new structures while building confidence in expressing ideas within contexts of possibility and problem-solving. Incorporating authentic materials reinforces the objective of using language in a clear and realistic way.

Additionally, the integration of videos featuring celebrities or popular series fosters student engagement, making the learning experience both relevant and motivating, also the use of digital tools reinforces the importance of integrating multiliteracies within today's technology world, adding relevant context to classroom activities.

According to Kalantzis and Cope (2012) “Literacies are about approaching communication in an unfamiliar context and learning from your successes and mis-steps as you navigate new social spaces and encounter new social languages.”

Grosjean's (2013) view on bilingualism, Kalantzis and Cope's (2012) explanation on the use of literacies and their connection with the communication approach and all the content learned throughout the courses, help me make decisions about what type of approach makes the most sense to use at each stage of the class and in defining the objectives of the textbook.

Some relevant questions guided the development of my final paper:

- What are the main difficulties faced by ESL students in the context in which my material will be applied?
- How can I develop a material that not only teaches grammatical structures, but also encourages authentic communication and student confidence?
- How can the use of authentic materials (series, songs, interviews) influence student engagement and retention of learning?
- How can digital and multimodal tools enrich second language teaching and provide more contact with real-life English?
- How can the choice of the subject of the units encourage students to connect with practical issues, such as travel planning or everyday situations?
- How can I create activities that develop fluency, while maintaining a connection between linguistic precision and creative expression?

Through these questions I was able to build my unit in the following way.

Reading

Kalantzis and Cope (2012), in their discussion on multimodal literacies, emphasize that “We need to supplement traditional reading and writing skills with multimodal communications.” This perspective was central to the design of the activities in this textbook. The warm-up sections play an important role in preparing students for reading practice. By incorporating images to contextualize the topics and pre-reading questions to engage learners, these activities encourage active participation and anticipation.

The use of authentic texts reinforces the connection between language learning and real-world application. These texts demonstrate how English is used in practical, cultural, and social contexts, providing learners with a holistic understanding of the language.

Pre-reading and reading activities in this textbook are designed not only to enhance linguistic competence but also to prepare students for real-life communication challenges. The construction of this section follows the order: analyzing context through visuals, engaging with pre-reading questions and reading authentic texts as cultural insights.

These methods encourage students to connect linguistic elements with social and cultural dimensions, helping them navigate diverse situations, whether they are solving problems, building relationships, or participating in intercultural exchanges. By combining these methods, students are empowered to think critically and apply language skills beyond the classroom in dynamic and unpredictable situations.

Listening

Nunan (2002, p.239) points out that “Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.” Effective communication requires both speaking and listening and this importance is reflected in the construction of this textbook.

The listening section begins with pre-listening activities to activate prior knowledge and predict the type of information learners will encounter in the videos. This step prepares students for the task by contextualizing the content. Based on my personal teaching experience, many students struggle with understanding native speakers, often saying their fast speech. However, this challenge is often linked to a lack of contextual knowledge, which hinders their ability to decode meaning. By understanding the conversation's subject, learners can form connections that will improve their listening skills.

To address the diverse contexts in which listening skills are applied, the textbook incorporates two distinct types of video content: an interview and a scene from a TV show. These materials expose learners to varied accents, intonations, and styles of communication. Nunan (2002, p. 239) highlights the need to “teach learners to adopt a flexible range of listening strategies.” The inclusion of these videos aims to help students with adaptable listening skills for real-life communication scenarios.

The structure of this section follows a progression: first, students predict the context of the video; next, they engage in listening activities with a focus on understanding the context; and finally, they check their comprehension through exercises. Predicting the context mirrors how we prepare for conversations, focusing on the context helps students filter key information and verifying understanding through targeted exercises ensures that students build confidence and accuracy, essential for navigating diverse communication challenges.

Speaking

The speaking skill understand two interconnected areas: the technical aspect (sentence construction, pronunciation) and the emotional aspect (confidence and overcoming shyness). When students work on improving their pronunciation and understanding of the language's structure, they naturally feel more confident in using it.

These improvements foster effective communication, as clear and correct pronunciation ensures that the message is understood. By addressing both areas simultaneously, students can enhance their ability to express themselves clearly and confidently in their second language. (Wells, 2005)

During the phonemes and phonetics classes, it was discussed the importance of introducing the phonetic alphabet to raise students' awareness of English sounds. While this knowledge is valuable, incorporating the phonetic alphabet directly into teaching materials for English as a second language may overwhelm learners. Instead, integrating phonetic awareness into teaching practice can be a good decision.

By addressing common pronunciation challenges, such as similar sounds and contractions, teachers can develop students' phonetic understanding without the need to explicitly include the phonetic alphabet in the materials. This approach balances practical learning with cognitive load.

The speaking section in this book was developed using these key concepts described by Burns (2013, p.171) to guide learners :

- Use a wide range of core speaking skills;
- Develop fluency in expression of meaning;
- Use grammar flexibly to produce a wide range of utterances that can express meaning precisely;
- Use appropriate vocabulary and accurate language forms relevant to their speaking needs;
- Understand and use social and linguistic conventions of speech for various contexts;
- Employ appropriate oral communication and discourse strategies;
- Increase awareness of genre and genre structures;
- Increase their metacognitive awareness about L2 speaking;
- Manage and self-regulate their own speaking development;

This cycle takes into account learners' engagement and provides a framework not only for using the language in social and real-life contexts, but also offers ways to improve their skills.

Writing

The online learning environment significantly enhances learners' access to authentic materials, making it easier to integrate real-world contexts into the classroom. The inclusion of digital tools has become not only a necessity but a powerful tool in the classroom and an indispensable component of modern education. These tools provide opportunities to engage students in creative and interactive ways, transforming their learning experience.

As Xu (2014, p.05) highlights, emphasizing the role of learning management systems and other digital platforms “While classroom teaching and face-to-face interaction are still predominant in university context, there is another “front” in which technology meets language and culture.”

Writing, often regarded as one of the more challenging skills for ESL learners, benefits immensely from these advancements. The writing section of this textbook has been intentionally designed to use digital tools to create meaningful and engaging activities. These activities encourage students to produce written content naturally, often without the rigid perception of completing a traditional task.

This approach not only facilitates skill development but also mirrors real-world writing scenarios, preparing students for communication in digital and professional contexts. By integrating these tools, the section aims to reduce the anxiety often associated with writing while fostering creativity, collaboration, and confidence in using English in varied formats. These methods ensure that writing becomes a practical and enjoyable process rather than a scary academic requirement.

Conclusion

All over the units, the textbook provides opportunities for students to engage with authentic materials, ensuring a deeper connection to real-world language use. These materials are presented in fun and relatable contexts, often involving universal experiences and interesting facts, which make the learning process more engaging and meaningful. By interacting with these materials, students not only learn the language but also explore its application in everyday situations.

Grammar is introduced contextually, following a clear and practical approach. Instead of emphasizing memorization of rules, the focus is on helping students understand where and when to apply specific structures. This approach fosters a deeper comprehension of grammar as a tool for communication rather than as an isolated concept.

Similarly, vocabulary is taught through integrated methods. Students first encounter new words in meaningful contexts during the reading section. This exposure is then reinforced with matching exercises, allowing learners to check their understanding of the meanings.

By combining authentic materials with contextualized grammar and vocabulary practices, the textbook aims to equip students with practical language skills, confidence, and the ability to use English effectively in diverse scenarios.

In designing this textbook, each language skill—reading, writing, speaking, listening, and grammar—was integrated to create a comprehensive and engaging learning experience. Authentic materials and meaningful contexts were central to every section, ensuring that students connect their learning with real-world applications. By combining modern teaching strategies, digital tools, and communicative practices, this textbook aims to empower ESL students to navigate real-life communication challenges with proficiency and confidence.

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