

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG
Faculdade de Letras - FALE
Curso de Especialização em Inglês - CEI

Material Didático para Ensino de Inglês

Teaching English to Adults: Personalizing is Better

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista.

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Belo Horizonte

2014

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INTRODUCTION

This academic work entitled *Teaching English to Adults: personalizing is better*, is the final requisite for the completion of the specialization course at CEI - UFMG. I was required to develop and present two teaching units considering the characteristics and needs of a specific target audience.

When initially developing this work, which is addressed to young adults in pre intermediate levels, I had in mind the variables that are part of their second language acquisition process, such as time available for self studying, aptitude for language learning, learning styles, motivation, and L1 interferences to name a few. Thus, I spent some time thinking of how to engage young adults in the teaching-learning process as much as possible. I have learned and experienced throughout this course at CEI the extremely important necessity of meaningfulness in teaching materials, otherwise, if the students lack in reasons to learn, the learning will not occur. I have therefore, sought for themes to work with through which I could achieve high levels of personalization in order to make my students engaged in the lessons and also have them interacting as much as possible.

Consequently, I have chosen in the first unit the theme *Nostalgia* which is entitled in the first unit as *Past Sweet Past*. In this unit, students are expected to have some familiarity with the texts, pictures and ideas presented, which will certainly cause a good nostalgic feeling in their selves. Most people like talking about childhood and they certainly miss this lovely time which will never return.

In the second unit, I have chosen the theme *Motivation*, which is entitled *Yes We Can*. Once again, I found a great opportunity to have my students engaged once this theme fits all; the already highly motivated, who will share their experiences and the other students who might not be as motivated as the former ones but are likely to share their expectations as well. In this work, motivation is explored in many daily life aspects such as work, study, family, and love. Furthermore, this unit ends up motivating students to reflect and intervene in some social issues in order to make good contributions and changes to their community.

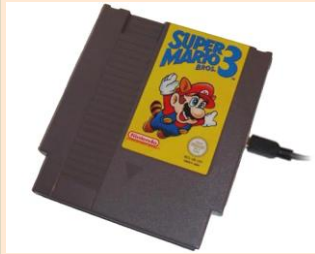
In both units, as stated above, my aim is to provide the students with meaningful support by which they can get inspired and develop their own ideas and therefore, their own production.

Lightbown & Spada (2011, p. 42) state that “Teachers can make a positive contribution to student’s motivation to learn if classrooms are places that students enjoy coming because the content is interesting and relevant to their age and level of ability”. In this teaching material, I really expect to contribute in order to help make the classroom a place they enjoy coming and staying at.

Past Sweet Past!



Nostalgia



"Remembrance of things past is not necessarily the remembrance of things as they were." Marcel Proust

"How sad and bad and mad it was - but then, how it was sweet". Robert Browning

"I'd trade all my tomorrows for one single yesterday." Kris Kristofferson

Getting started

In pairs, discuss the following questions:

- A) Are the pictures above familiar to you? Did you use, wear, see, or watch them? If so, do you still do?
- B) Do you miss those things in the pictures? What stage of your life were they part of?
- C) Is the way you see those items in the pictures now different from the way you saw them in the past?
- D) Do you agree with the first two quotes?

Feeling nostalgic

1) What do you understand by the word *nostalgia*? In an open class discussion try to add ideas you know about this word.

2) Now check your ideas with the meaning of this word, taken from Macmillan online dictionary:

nostalgia -/nə'stældʒə/ : thoughts about happy times in your past, often mixed with the wish to be back in the past

3) Does anyone in the comic strip below feel nostalgic? Why? Why not?



Opiate: a drug that contains opium and is used for reducing pain and making people sleep.

Before you read

1) Based on the information adapted from the *Cambridge Online Dictionary*, match the words bellow to their definitions:

A- curfew ___	B- yell ___	C- sanitizer ___
D- soap ___	E- helmet ___	F- hose ___

___ a hard hat that protects your head.

___ to shout words or make a loud noise, often when you want to get someone's attention.

___ a rule that some or all people must stay off the streets during particular hours.

___ a long, usually plastic or rubber pipe that is used to move water.

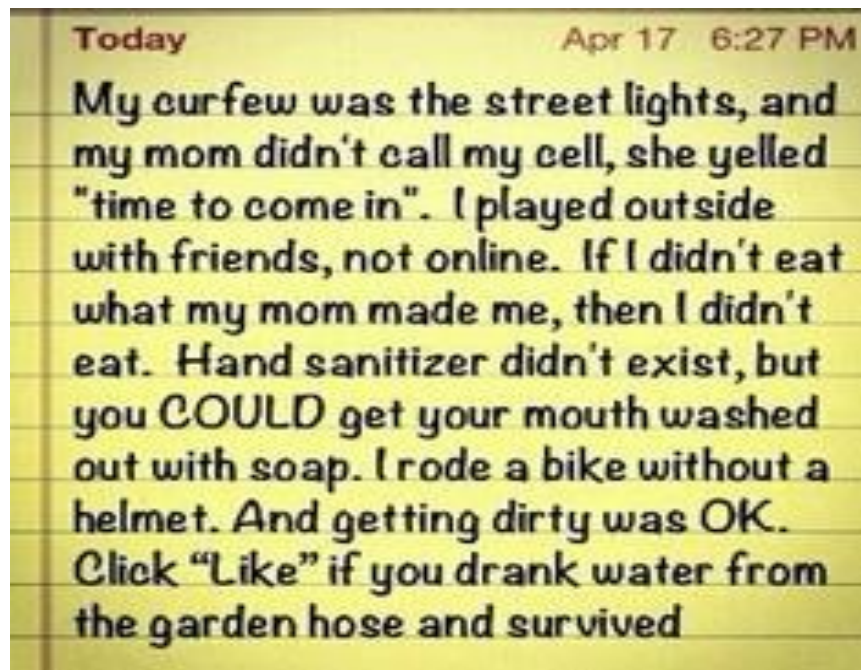
___ used to make something completely clean and free from bacteria.

___ a substance used with water for washing or cleaning, or a block of this substance.

2) Are the words you used above nouns or verbs? Write N for noun and V for verb on the gap after each word in the box.

Let's read!

You are now going to read a text about childhood memories. After you read, answer the questions bellow:



1) What stage of life is the writer talking about? What is the writer comparing in the text?

2) Do you think the writer feels nostalgic about the memories in the text? Why?

3) What do you think the writer means with “...if you drank water from the garden hose and survived.”

After you read

The writer talks to the reader asking him or her to **Click “like”** if they had the same experience.

1) In which of the following social media do you think this text was (or could be) shown? Why?



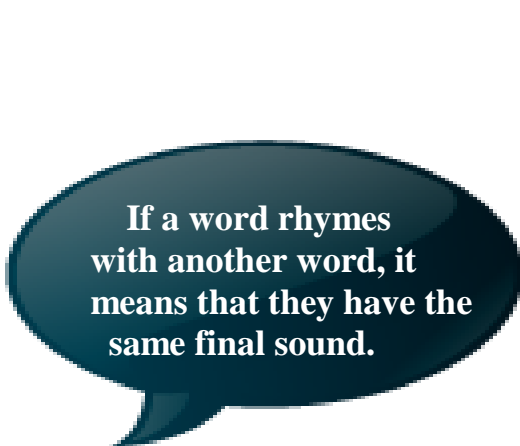
A tweet or a post is a short text that people write to express their personal feelings and opinions about different subjects.

2) In small groups discuss:

A) Do you usually write tweets or posts? What do you usually talk about more specifically?

B) Is it important for you when people “click and share” what you write?

Before you listen



1) Practice the pronunciation of the words below with your teacher and think of other words that rhyme with them. Write them below:

/e/ end: _____

/aɪ/ high: _____

/oʊ/ know: _____

/æ/ ask: _____

/e/ regret: _____

/eɪ/ face: _____

/eɪ/ yesterday: _____

/ɔɪ/ joy: _____

/i/ me: _____

2) Now choose the correct picture that represents the word **playground** in the following page.

A ()



B ()



C ()



3) Which of the pictures above may be **more** connected to childhood memories? Why? Discuss in pairs.

While you listen:

1) You are now going to watch a video from the song “This used to me by playground” by Madonna.

First, take a look at the questions bellow and then try to get the answers for them as you listen to the song but do not write them down! Just listen to them!

- A) What memories does she talk about in the song?
- B) How do you think she feels when she talks about them?



→ After you listen, write your answers down and then discuss them with a partner and check if you have the same answers.

2) Listen to the song again and number the passages in the next page in the order you hear them from the 1st to the 5th.

You're not just a memory ()
This used to be my childhood dream ()
Wishing you were here with me ()
This used to be our pride and joy ()
And your heart is breaking ()

3) Now take a look at the lyrics. You are going to listen to the song again. Complete the missing words. The missing words should rhyme with the words in bold!

This used to be my playground – by Madonna

This used to be my playground
This used to be my childhood dream
This used to be the place I ran to
Whenever I was in need of a _____
Why did it have to **end**
And why do they always say

Don't look back, keep your head held **high**
Don't ask them _____ because life is short
And before you **know**, you're feeling _____
And your heart is breaking
Don't hold on to the _____
That's too much to **ask**

This used to be my playground
This used to be my childhood dream
This used to be the place I ran to
Whenever I was in need of a _____
Why did it have to **end**
And why do they always say

No **regrets** but I wish that you were here with me
Well, then there's hope _____
I can see your **face** in our secret _____
You're not just a memory
Say goodbye to **yesterday**
Those are words I'll never _____

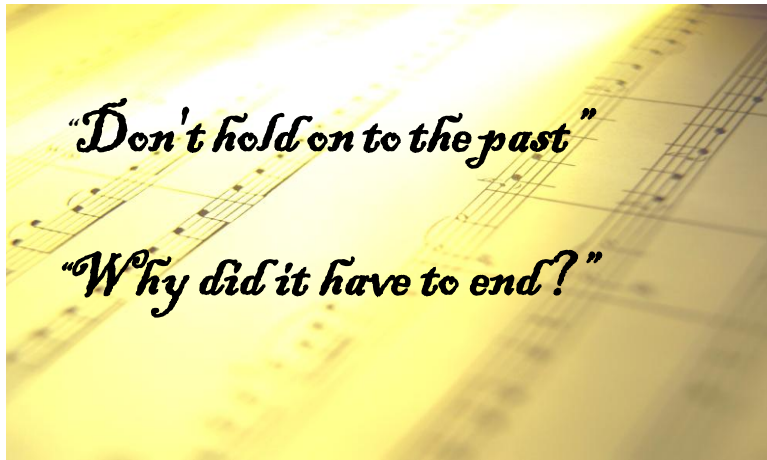
This used to be my playground
This used to be our pride and **joy**
This used to be the place we ran to
That no one in the world could dare _____

This used to be our playground
This used to be our childhood dream
This used to be the place we ran to
The best things in life are always _____
Wishing you were here with **me**

* **Regret:** to feel sorry or unhappy about something you did or were unable to do.

After you listen

What do you think the following passages taken from the song mean? Do you agree with them? Discuss in pairs.



Focus on language

“This **used to be** the place I ran to
Whenever I was in need of a friend.”

A) Do you think this is a habit the singer still has? Why or why not?

“This **used to be** my playground”

B) Is the playground a place where the singer probably still goes? Why or why not?

Talking
about you!

A) What are the things you **used to do** in your childhood but don't do anymore?

B) Were there games that were common among your friends but you **didn't use to play**? Or common TV programs that you **didn't use to watch**?

C) Go back to the text, on page 7 and answer:

Did you use to do the same things as the child in the text? Which ones?

1) Complete the rule about past habits:

When we talk about habits we had in the past but don't have anymore, we use _____ + _____ + verb in the infinitive form.

When we talk about past habits that we didn't have we use _____ + use to + verb.

When we want to ask someone if he or she had a past habit that is not practiced anymore, we use _____ + pronoun + _____ + to + verb.

2) Talking about past habits that are not practiced anymore, fill in the gaps according to what is true for you.

When I was pre-school student I used to _____

When I was a teenager I _____ with my friends.

I remember my grandparents used to _____

My siblings didn't use to _____

The first teacher I had _____

Five years ago I used to _____ but I don't do that anymore.

3) Can you imagine how life in the United States was a hundred years ago? Take this quiz and check how much you know about it! Circle one of the options in italics for each sentence.

- A) Family houses *used to / didn't use to* have the same number of people living together as it has nowadays.
- B) Nowadays the average age for the first marriage is 27. A hundred years ago it *used to / didn't use to* be the same age.
- C) Life expectancy *used to / didn't use to* be as high as nowadays.
- D) In 1913 crossword puzzles *used to / didn't use to* be common all over the country.
- E) Women *used to / didn't use to* vote.

Check your answers in the appendix in the end of the unit, retrieved from <http://www.moneychoice.org/then-vs-now/>.

Vocabulary

When talking about your memories, you will probably use a range of words that describe feelings, people or moments. So, there we go!

loving, bold, guilty, joyful, kind, proud, hope, jealousy, respectful, selfish

1) In your opinion, which words are?

Positive:

Negative:

2) Read the definition for each word taken from the *Cambridge Online dictionary* and check your answers.

Word	Definition	Part of speech
loving	Showing a lot of love towards someone.	
bold	Not shy and almost rude.	
guilty	Feeling bad because you have done something wrong.	
joyful	Very happy, or making people feel very happy.	
kind	Polite, considerate, or helpful.	
proud	Feeling happy about your achievements, your possessions, or people who you are connected with.	
hope	The feeling that what is wanted can be had or that events will turn out for the best.	
jealousy	An unhappy feeling because someone has something that you would like or can do something that you would like to do.	
respectful	Showing respect for someone or something.	
selfish	Caring only about yourself and not other people	

3) Are the words you just learned nouns or adjectives? Write the part of speech for each word on the third column of the table. If you are not sure, read the definitions again and try to guess.

Writing

The author of the text probably wrote it in a social media using a post or a tweet, as you have read about on page 8.

Now it is your turn to write about nostalgia!

In a piece of paper write a post in response to the one on page 7 saying what you miss most about your childhood. Name habits you used to have. Remember to use the correct grammatical form! There's a useful language box in the next page!

The Language of Social Media!

LOL laugh out loud

BFF best friend for ever

B4 before

4U for you

THX thanks

ASAP as soon as possible

BTW by the way

GR8 great

TTYL talk to you later

XOXO kisses and hugs

@ at

After you write

Now in groups of five or six students, exchange your posts and let the other classmates in the group write comments on it. You will do the same to theirs in a way that each post has comments from all the members of the group.

After the previous activity is finished, have a brief discussion about your classmates' comments on your post. Would you "click like" or "share" if they were in your real social media now?

Speaking

Going beyond material things... Did it change?

You've already talked to your classmates about games, toys, and hobbies in your childhood.

1) Now, in groups of three or pairs, compare abstract things such as attitudes, thoughts, or customs that in your opinion the community used to have. Your partner should talk about your sentences, agreeing or disagreeing with them and explaining why.

You can talk about the topics in the next page or add ideas on your own.

- ◆ How schools used to be 50 years ago, and how they are now.
- ◆ How Carnival was celebrated 30 years ago and how it is celebrated now.
- ◆ How people used to celebrate national holidays such as September 7th.
- ◆ How children used to behave towards their parents.
- ◆ How young people used to approach each other for dating.

Eg.: **Student A**- About 20 years ago, Carnival used to be safer because people used to throw rice on each other instead of using Carnival sprays.

Student B- I see, in my opinion...

USEFUL LANGUAGE:

I agree with you, I think you are right, I disagree with you because..., my point of view is..., sounds interesting, I see, I think so, I don't think so, In my opinion.



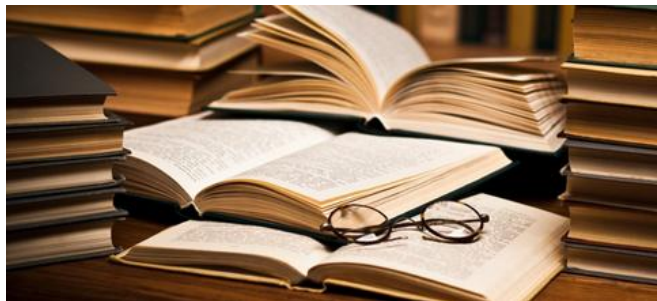
Yes We Can



What makes you go on?

Getting started

From the pictures below, which three ones are your priorities at the moment? Why? Discuss with a partner.



Before you listen

1) Discuss in pairs or small groups:

- ◆ Have you watched the film “The Pursuit of Happyness”? What is it about?
- ◆ Have you watched any other motivational films? What were the stories about?

2) Match the words and the expression bellow on the right to their definitions on the left. Compare your answers with your partner’s.

1- pursuit	A ____ A person who works with selling and buying companies shares.
2- job application	B ____ The process of trying to achieve something.
3- internship	C ____ To not be involved in a certain situation.
4- stockbroker	D ____ A letter containing details of your qualifications, skills, experience, etc. that you send to an organization when you are applying for a job.
5- to have nothing to do with	E ____ A period of time during which someone works for a company or organization in order to get experience of a particular type of work.

Listening for gist

1) You are now going to watch a trailer from “The Pursuit of Happyness”. Take a look at the questions bellow in activity 2 and try to get the answers for them as you listen. Do not start writing the answers down yet. And remember: you don’t need to understand everything!



2) Now write down the answers for the questions bellow:

1) What problem does Chris Gardner have?

2) Does Chris' son understand what is happening? How do you think he feels about the situation?

3) Is Chris demotivated? Is he motivated? When does he show each feeling? Which one weighs more in the film trailer, motivation or demotivation?

4) Compare your answers to your partners' and discuss them.

5) You teacher is now going to play some passages from the listening. Find a classmate to work with you. After the two of you hear each passage, give a response to it expressing your opinions. Imagine you are both talking to Chris

Gardner and the narrator in a real life conversation and you are discussing motivation.

Reflecting about it!

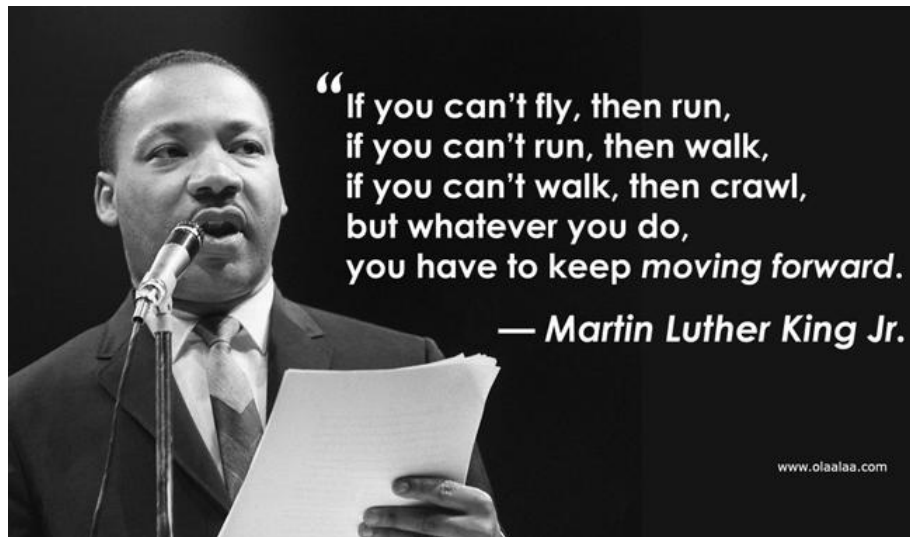
In small groups discuss:

Do you remember having similar moments or situations in your life? Moments when you felt motivated or demotivated? How did you manage it? If you didn't have them, do you know anyone who did?

Before you read

1) Take a look at the picture bellow and discuss with your classmates:

What do you think Martin Luther King Junior meant when he said that?



2) Have you ever heard about Lance Armstrong and his story? What do you know about him? Check if your classmates know anything. Exchange information.

Let's read!

You are now going to read about Armstrong. After you read, answer the questions below:

Lance Armstrong

Diagnosed with advanced cancer at the age of 25, doctors gave Lance Armstrong less than a 40 percent chance of recovery. Tumors were discovered in his lungs and stomach along with multiple lesions on the brain.



His biking career was over or so everyone thought; but no one counted on the indomitable* belief Armstrong had in himself and the lessons which his mother, Linda Walling had taught him.

One of the first things that he did was to acknowledge* the disease that had captured him in its talons and learn everything he could about it. He devoured books, resources and found help in support groups with people going through similar difficulties. Lance sought strength in three things his mother had instilled in him “Make every obstacle an opportunity”, “Always work hard and good things will happen” and “Don’t believe it when other people say you can’t”.

His first comeback after beating cancer* was not a success and he finished fourteenth in the race. He even thought about retirement* but constant support from his fiancée, mother and buddy Chris Carmichael soon had him training for his next race in the Appalachians. He returned from his training a transformed man and never let the constant difficulties plough him down again.

True, the doping scandals have destroyed Lance’s reputation as a professional biker. But one cannot but admire his sheer will power and dedication through which he turned the odds in his favor at a time when everyone thought his life was over.

*Indomitable: strong, brave.

*Acknowledge: to accept the truth or the existence of something.

*Beating cancer: stop having cancer.

*Retirement: the point at which someone stops working, esp. because of age or sickness.

About the text:

Using your own words, answer:

A) How did Linda Walling help her son to be strong and fight against cancer?

B) How did Armstrong do in his first race after being cured from cancer?

C) What happened to Armstrong's career after he started racing again?

Thinking about it!

In pairs, try to connect the two texts above discussing the following questions:

A) Do you think Armstrong followed Luther King Junior's suggestions?

B) Was Armstrong really motivated in his cycling career? Did he solve his problems?

Vocabulary:

Use the actions from the table in the next page to complete the following sentences.

→ Remember that depending on the subject of the sentence the verb changes its form.

Add an objective pronoun (him, her, them, etc) if needed.

<i>work independently</i>	<i>multitask</i>	work under pressure
overcame obstacles	pay the bills	cheer someone up

- A) My sister studies, listens to music, and eats snacks at the same time, she can _____ very well.
- B) I don't like seeing my friends sad so I always try to _____ .
- C) When telephone, internet, and supermarket items became more expensive, it's difficult for some people to _____ .
- D) Group work for me isn't a good idea. I prefer to _____ .
- E) The author of Harry Potter, J K Rowling, was a poor woman, but she _____ in life and became a millionaire.
- F) It is not possible for me to _____ . I really can't stand people controlling my time and my performance.

Focus on language

Martin Luther King Junior said:

"If you can't fly, than run. If you can't run, than walk,"

- 1) Which of the aspects bellow do you think he emphasizes in his sentence?
- A) Preference
 - B) Capability
 - C) Permission
 - D) Obligation

2) Circle the correct word for the sentence bellow:

Martin Luther King Jr. wants to express that you run if it is possible / impossible to fly.

Armstrong's mother said:

"Don't believe it when other people say you can't".

3) Circle the correct word for the sentence below:

Linda Walling wanted to express the idea of *not believing* people when they say you are capable / incapable.

As you noticed, we use CAN to express the idea of capability, which means, things that are possible for you to do. We use CAN'T to express the idea of incapability, which means, things that are not possible for you to do. Note that CAN and CAN'T have the same form with all the pronouns: I, you, he, she, it, we, they.

6) Now write sentences about yourself with CAN or CAN'T and the actions from the vocabulary chart on page 25. Explain your answers.

EG: I can't work independently because I like to discuss my work with other people.

7) Now in pairs, compare your sentences and check if your partner and you can do the same things.



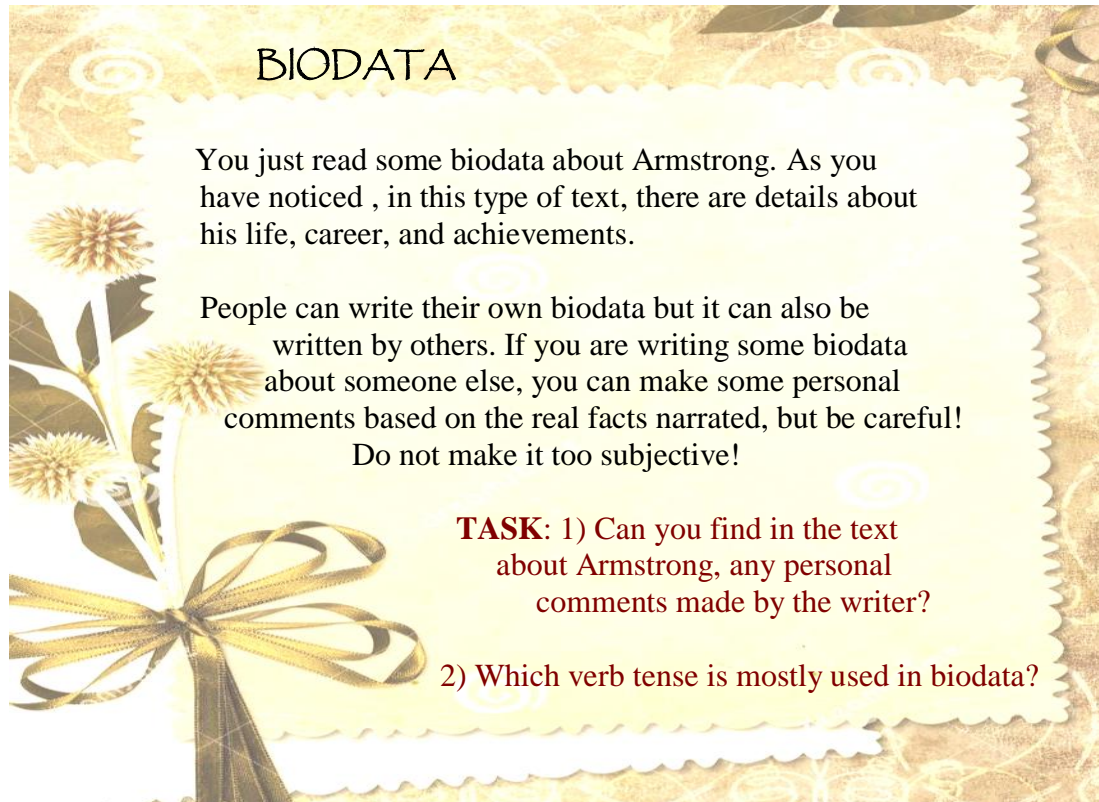
We are talking about capability. So, when we talk about common daily skills we also use the modal CAN / CAN'T.

E.g.: I can cook. (I am **capable** to do it).

She can play the piano very well. (She is **capable** to play it).

Teenagers can run very fast but little kids can't. (Little kids are **incapable** to run very fast).

Time to write



BIODATA

You just read some biodata about Armstrong. As you have noticed, in this type of text, there are details about his life, career, and achievements.

People can write their own biodata but it can also be written by others. If you are writing some biodata about someone else, you can make some personal comments based on the real facts narrated, but be careful!
Do not make it too subjective!

TASK: 1) Can you find in the text about Armstrong, any personal comments made by the writer?

2) Which verb tense is mostly used in biodata?

1) Now it is your time to write some biodata. Choose a celebrity who you admire. Write about this person including facts about his or her life, career, difficulties and achievements.

Use the text about Lance Armstrong to help you if you need!

After you write

In small groups, read it out loud to your partners and see if they can guess who this person you admire is. Try to guess theirs.

Let's talk

Social Responsibility

How can we improve the place we live?

1) What are the most common social problems we have nowadays? In an open class discussion, list some social problems you know. If you don't know the exact word, try to explain the idea!

2) There are some pictures in the following page showing some social problems. Check if you mentioned some of them in the previous discussion. Now take some time to analyze them and to think about:

Who causes the problems?

How do people cause them?

What can we do to avoid these problems from happening?

If the problems already happened, how can we help controlling them, so they do not get worse?

Social Responsibility



pollution



food waste



litter



water shortage



poverty



traffic jams



homeless people



burned-over lands



deforestation

Teacher's guide

Unit 1: Past Sweet Past!

This unit was developed for young adults at a pre-intermediate level. It explores childhood memories and habits as the main topic. It was chosen for being a rich and easy subject to talk about once students can easily personalize their production.

Warm up (p. 5):

In an open class discussion elicit information from SS, starting from the unit's cover to the section named "Nostalgia". Ask them if the pictures are familiar to them and how they feel when they remember them. You can use the third quote in this initial discussion but don't forget to leave the other two quotes for the next part of the lesson.

Getting started (p. 6):

Ask SS to develop their discussions further in pairs.

Feeling nostalgic (p. 6):

- 1) Encourage SS to contribute with as many words and ideas as possible in order to explain the word *nostalgia*. Use the board to write down the words they mention.
- 2) After the discussion, let them check the definition taken from the dictionary. Practice pronunciation and ask them what part of speech this word belongs to.
- 3) This third part may be discussed in pairs in order to have SS speaking more. Draw SS' attention to the meaning of the word *opiate*.



Answer key: actually both boys feel nostalgic. The first one, for recalling *Ninja Turtles* and the other for recalling a time in the past when people didn't feel nostalgic.

Before you read (p. 7):

Before they start doing the task, make sure you expose SS to the correct pronunciation of each word. Encourage them to try to guess the meaning of the words they do not know.



- 1) E, B, A, F, C, D
- 2) Yell is a verb. All the other words are nouns.

Let's read! (p. 7):

With the help of the vocabulary activity SS will understand the text better. Ask the SS to read the questions before they read the text so they know what the text will be about.



Answer key:

- A) Childhood. The way kids lived their childhood years ago and the way they do now.
- B) Yes, he or she does. The writer talks about the memories in a positive way.
- C) Answers may vary, but a suggested one is: the writer feels people do not do it anymore because they may think it is not something good to do: therefore, **survived** is used to reinforce the idea of no harm.

After you read (p. 8):



It might have been posted on: Facebook, Twitter, Google +, once in these social medias posts are common tools for interaction.

It is unlikely to appear on LinkedIn because it is a professional social media that presents curriculums and related information. It is also unlikely to appear on Youtube and Pinterest because the first is a social media for videos sharing and the second is a social media for photos sharing (even though this second one may have posts, the posts are always related to the pictures, they are not independent as the text used in unit 1).

Before you listen (p. 9):

1) In this activity, elicit meaning, form and pronunciation for each of the nine words in number 1. Encourage SS to find several other ones to make rhymes.



Answer key:

Activity 2: Picture B.

Let SS discuss the answer for activity 3 in pairs. After they have already discussed it, have an open class discussion SS drawing their attention to the connection between the playground and childhood, in order to introduce the song.

While you listen (p. 10):

Ask SS if they have already listened to this song. Encourage them to predict what the singer will be talking about in the song. Let them read the questions A and B so they know what they should focus on. Let them also read the lyrics before you play it for the second time.

Play the listening a sufficient and reasonable number of times.



Answer key:

1- A) Her childhood memories.

1- B) She seems to miss her childhood very much. She remembers this stage of life very sadly.

2) Explain the meaning of pride and joy and practice pronunciation, so they will be able to recognize these words when they are sang.

You're not just a memory (3)
This used to be my childhood dream (1)
Wishing you were here with me (5)
This used to be our pride and joy (4)
And your heart is breaking (2)

3) friend, why, old, past, friend, yet, place, say, destroy, free.

*See video transcripts in the appendix.

After you listen (p. 12):

SS should work in pairs to find their own answers.

Focus on language (p. 12):

Elicit the rules from the SS drawing their attention to the fact that the structure refers to past habits that are not practiced in the present.

“Talking about you”: in this section, highlight the use of the positive, negative, and interrogative form of the structure in an inductive way.

Once the SS are aware of the structure, let them complete the chart with the rules.



Answer key: Activity 1

1) used to/ didn't/ did, use to

2) SS's own answers.

- 3) A) didn't use to/ B) didn't use to/ C) didn't use to/ D) didn't use to/ E) didn't use to

In activity 2, elicit some answers from the students drawing their attention to the correct use of the grammatical form.

In activity 3, draw SS's attention to the reason why all the answers are negative. Explain that all the sentences are considering facts that happen nowadays so it can't be a habit they had in the past, since we use used to to talk about past habits that are not kept in the present.

Vocabulary (p. 14):

1) Encourage the SS to guess the answers. Before giving them the answers, provide them with some examples using the words in a simple sentence so they still have a last chance to get it right.

2) Use the chart to highlight meaning, form, and pronunciation of the words given. Explain to them that the meaning may help them find the part of speech. Analyzing simple parts like articles, which follow nouns, etc.



Answer key:

- 1) Positive: loving, joyful, kind, proud*, hope, respectful.
Negative: bold, guilty, proud*, jealousy, selfish.
Highlight the two possible meanings of the word *proud*.
- 3) loving (adj.), bold (adj.), guilty (adj.), joyful (adj.), kind (adj.), proud (adj.), hope (noun), jealousy (noun), respectful (adj.), selfish (adj.).

Writing (p. 15):

You may have a small discussion about comments or posts to refresh SS's minds about this kind of text. However, notice that they must have already discussed it in the post reading section.

It is preferable to let the SS write their texts in the classroom. Give them enough time to complete this task. It must be written on a sheet of paper to facilitate the next stage of the activity.

Explain that they will write a response to the post mentioned previously so they need to interact with it, as people actually do in social networks.

After you write (p. 16):

Organize their groups in a way that their paragraphs move around and are handled to all the members of the group, so each of them has comments from all the other ones.

After they finish commenting on their classmates' posts, let them briefly discuss their impression about what the others have written.

Speaking (p. 16):

Explore SS's capability to reflect about immaterial concepts. Encourage them to expand their conversation as much as possible using the useful language chart provided.

Unit 2: Yes we can

This unit was developed for young adults at a pre-intermediate level. It initially explores subjects such as employment, family, career, and study, connected to their capability to manage or achieve such subjects, in other words, it is connected to motivation. Later on motivation is connected to their capability to intervene in social problems. These topics have been chosen for their relevance to adulthood, once they are themes the students have to deal with daily.

Getting started (p. 19):

Let the SS discuss in pairs in order to have them speaking more. Make sure they explain their choices so they expand their speaking practice.

Elicit some of the SS's answers in an open class discussion.

Before you listen (p. 20):

1) Elicit from the SS any kind of information they might have about the film. It will help them to accomplish the vocabulary task better and more easily.

2) The SS should match the words to their meanings individually. Encourage them to guess if they don't know.



Answer key:

1B, 2D, 3E, 4A, 5C

Listening for gist (p. 20):

Let SS read the questions in act. 2 before they watch it for the first time so they know what to focus on. However, make sure they don't get worried about writing down the answers while listening.

Play the listening a sufficient and reasonable number of times.

If you haven't watched the film, check its plot summary below:

The Pursuit of Happyness (2006) - Plot Summary

Based on a true story about a man named Christopher Gardner. Gardner has invested heavily in a device known as a "Bone Density scanner". He feels like he has made these devices. However, they do not sell as they are marginally better than the current technology at a much higher price. As Gardner tries to figure out how to sell them, his wife leaves him, he loses his house, his bank account, and credit cards. Forced to live out in the streets with his son, Gardner is now desperate to find a steady job; he takes on a job as a stockbroker, but before he can receive pay, he needs to go through 6 months of training, and to sell his devices.

Written by John Wiggins

Retrieved from <http://www.imdb.com/title/tt0454921/plotsummary>



Answer key:

Answers may vary from a range of completeness but the basic idea of each question is:

2. 1) He is currently unemployed after making a huge investment on his own business.

2.2) His son seems to not realize what is happening once Chris does all he can to not let the child realize the problems they've been dealing with.

2.3) Both. He seems to be demotivated when he's in the subway station, locked in the restroom, and when he finds his belongings left by the hotel's door. He seems to be motivated when he asks his child to trust him, when he says he can play with the multicolor cube, and when he talks to his son at the basketball court, to name a few.

Ask SS to compare their answers.

5) In this activity, SS should interact with the passages they hear as if they were talking to Chris Gardner and the narrator. Make them aware of this imaginary interaction. The answers are subjective and free. If necessary, give them some examples of how to do this task.



In order to avoid comprehension problems in this task, pre-teach the word *gotta*. Explain to the SS that they will often hear this word especially in American English and it means “you have got”, or in other words “you have”. However, it is not part of Standard English. You may give some examples from Portuguese to illustrate it such as “taí” for *está aí*, or other examples that come to your mind. Highlight that we may speak like this but not write it.

The passages you should play are:

Chris Gardner was doing his best but his best wasn't enough. From 00:20 to 00:30.

You got a dream, you gotta protect it. From 02:08 to 02:11.

You want something, go get it. Period. From 02:20 to 02:23.

Reflecting about it (p. 22):

It's advisable to have the SS discussing in groups of 3 so they can share more experiences as if they discussed in pairs but still talking more than if they were in bigger groups. If the SS don't have much to say ask them to talk about celebrities who have become rich and famous after dealing with problems like Chris Gardner.

Before you read (p.22):

1) Have an open class discussion so the SS may contribute with several and different ideas at once.

Ask them to reflect about it saying that there's no exact answer, but reflections they can make from it.

2) As well as in activity 1, have an open class discussion so that the ideas from the SS who know something about Lance Armstrong will help the whole class to predict the text.

If SS don't know anything about Lance Armstrong, tell them that he is an athlete who had a serious problem and had to fight against it. Ask them to predict what the problem was and how he overcame it.

Let's read! (p. 23):

They will be reading for details so give them enough time to read the text, including the extra vocabulary on the bottom.

Tell them that they don't need to understand all the words in the text but being able to answer the task is the goal and is good enough.

About the text (p. 24):

Let them complete the sentences in this section encouraging them to use their own answers rather than copying them from the text.

Correct this activity asking SS to share their answers out loud.



Answer key:

A) Teaching him three things which are: to overcome his obstacles turning them into opportunities, to work hard, and to not believe when other people say he is not capable to do things.

B) He didn't do well. He finished in 14th place.

C) The doping scandals came up and destroyed his career.

Thinking about it (p. 24):

You may have an open class discussion in this activity in order to maximize student's contributions. Answers are subjective and therefore will vary. Encourage them to think about it critically. Be careful to not take part against or for their discussions though.

Vocabulary (p. 24):

Encourage SS to infer the meaning based on the sentence.

Focus on language (p. 25):



Answer key:

1- B) Capability.

2- impossible

3- incapable

Activity 7: go through the note on the box on page 26 and explain it. Ask the students to make some sentences (just orally) using CAN for common daily skills.

Time to write (p. 27):

Encourage the SS to create if they don't want to be exposed.



Answer key: Task

- 1) “But one cannot but admire his sheer will power and dedication through which he turned the odds in his favor at a time when everyone thought his life was over.”
- 2) Simple past.

Go back to the text on p. 23, emphasizing its genre. Ask SS to elicit some examples of Armstrong's life narrated in the simple past tense. Give them extra examples with present continuous for biodata but focus on simple past.

After you write (p. 28):

Encourage SS to share their texts out loud. If you think it might be a problem for very shy groups let them do this task in trios.

Let's talk (p. 28):

1) Ask SS to close their books and list some social problems around the world. They may lack in vocabulary, make them feel comfortable to explain the ideas without a precise word.

Ask them to open their books again and check out the pictures on p. 29 where they'll find the specific words for the problem they will probably have already listed.

2) Once they've previously talked about the problems, ask them to focus on the reasons for the problems and how we can intervene in them in order to make a better world for all.

Encourage them to be critical and expand their conversations as more as they can.

Give them enough time to think about what they will say.

Monitor to check how they get involved in the task and offer further help whenever they need.

TEST – UNIT 1

Name: _____

Date: ___/___/___

Read the posts about childhood.

(1) My parents used to take us out for dinner every Sunday night - for dinner and ice cream, sometimes, if it was summer. Both parents worked, so we didn't often do family meals during the week. We would talk, play games (mostly educational trivia), and enjoy each other's company.

posted by roomthreeseventeen at 12:13 PM on August 12, 2008

(2) My mom used to leave work to come meet me for lunch at school, bringing fast food, and eat there in the cafeteria with me. It was especially nice for me as a 6 year old, because I was pretty advanced and had a hard time relating to my peers. It was also a really clear demonstration of how much she went out of her way to be with me and make me feel special.

posted by Ambrosia at 12:25 PM on August 12, 2008

(4) When I was at the age where I was questioning the existence of Santa Claus (but my sister was still too young to have any doubts), my mom made it clear that anyone who believed that Santa doesn't exist doesn't get any presents from him. And since Santa brought toys and mom gave us clothes, I have never questioned Santa Claus. He exists and that's all there is to that. I'm 37 years old and I still get toys from Santa.

POSTED BY D. M. AT 1:19 PM ON AUGUST 12, 2008

(3) My parents divorced when I was three. My dad remarried shortly thereafter and I got 4 instant stepsiblings. To say that I felt overwhelmed (and neglected) when I visited his new house and his new family would be an understatement. But whenever he needed to run an errand or stop by his workplace, I was the one who got to go with him, alone. That meant a lot to me.

posted by amyms at 12:30 PM on August 12, 2008

1) Which post above:

- A) mentions someone who had difficulties with making friends? Text: _____
- B) is written by someone who had to share a parent's love with others? Text: _____
- C) thinks a simple action had a great value? Texts: _____ and _____
- D) preferred to believe in something to get benefits from it? Text: _____
- E) thinks that being together with the whole family was special because it was not always possible? Text: _____
- F) Finishes the post in a humorous way? Text: _____

2) Choose a word from the box to complete each of the sentences below:

loving, bold, guilty, joyful, kind, proud, hope, jealousy, respectful, selfish

- A) That project was so difficult and long that when I finished it and noticed it was better than I expected, I felt really _____ of myself.
- B) My sister doesn't like when my friends come to our place. She thinks the house is only hers. I think she is very _____ sometimes.
- C) When I graduated from College I felt that was the best moment of my life. We had such a _____ ceremony.
- D) Times were difficult but we still had _____ that things would be better and actually they did.
- E) Even when I was wrong, my parents always talked to me in a calm, patient and _____ way. They never shouted or were rude with me, they were always very _____.
- F) After trying to start a diet for the third time, I ended up eating more chocolate than ever! I felt really _____.

3) Think about your life ten years ago. Did it change a lot? Write three things you used to do ten years ago but you don't do anymore. Use complete sentences.

4) How about our country? Write down two things that used to happen in Brazil but don't happen anymore. Use complete sentences.

TEST UNIT 1 – Answer Key – 10 marks

0.5 each = 3 points

- 1 - A) Text 2
B) Text 3
C) Texts 2 and 3
D) Text 4
E) Text 1
F) Text 4

0.5 each = 3 points

- 2- A) proud
B) selfish
C) joyful
D) hope
E) loving or kind / respectful
F) guilty

0.8 each = 2.4

- 3- Free answers.

0.8 each = 1.6

- 4- Free answers.

*** The answers are free but SS should get the grammatical structure correctly. Focus on grammar and meaning. Do not penalize them for spelling.

TEST - UNIT 2

Name: _____ Date: ___/___/___

1) Read the text bellow about Caitlin Sarubbi, a Paralympic skier.

TRAGEDIES TURNED INTO BLESINGS – by Caitlin Sarubbi



I was born with a very rare and severe syndrome called Ablepharon Macrostomia — a disease of physical abnormalities that affect the head, face, skin and fingers. I wasn't expected to live through the night. Since I was born without eyelids, I endured my first of 64 reconstructive facial surgeries when I was only four days old to try to salvage any eyesight that I had left. I can read, but have to hold the book or computer very close to my eyes. I can see a sign if it's less than 5 feet away, but can't see what's written on it.

Growing up, surgery and doctor appointments were a huge part of my life. However, being the oldest of five children, I have an amazing family who never treated me any differently because of my disability. They allowed me the opportunity to discover my passion of skiing.

My father is a New York City firefighter and, like the rest of his FDNY brothers, was hit hard by 9/11. He had spent six weeks sifting through the rubble, helping recover the bodies of men he knew and worked with.

Many organizations wanted to honor the fireman for their heroic efforts, and so Disabled Sports USA invited my family as their special guests to Breckenridge, CO. I immediately fell in love with the sense of freedom* skiing gave me, and it has since then turned into a family affair — galvanizing our already close-knit family.

The first week in April of my senior year of high school, all my hard work and sacrifice (4) had paid off. On a Wednesday I received my acceptance letter to Harvard University and two days later I received my nomination letter saying that I had made the United States Adaptive Ski Team.

I started at Harvard in the fall of 2008 — studying social and cognitive neuroscience — and then took three semesters off to compete and train full-time for the 2010 Paralympic Games in Vancouver. At just 20, I was the youngest athlete on the Paralympic Alpine Team. ▶

I may have achieved many goals so far in my life, but I couldn't have made it here without the amazing support of my mom, dad, sisters and large supportive family.

The Adaptive Sports Foundation and Disabled Sports USA has helped changed my life in ways I may never know.

*Freedom: liberty.

*Paralympic: an athlete who has a physical disability.

2) Now write T (true) or F (false) in the sentences bellow:

- A) Caitlin is partially blind, which impedes her from doing everything she wanted. ____
- B) Caitlin suffered bullying from her own family. ____
- C) Caitlin didn't plan to become a skier. It came as a surprising opportunity. ____
- D) All the school hard work was worthy in Caitlin's opinion. ____

3) There are four words bellow which are taken from the text. Chose the meaning that best matches each word.

Endured (paragraph 1)

- A) Agree with other people's opinion.
- B) Feel depressed because of something.
- C) Have something concluded with difficulty.

Affair (paragraph 4)

- A) Interest
- B) Discussion
- C) Problem

Galvanizing (paragraph 4)

- A) Surprising people.
- B) Provoking a good reaction.
- C) Causing disappointment.

Had paid off (paragraph 5)

- A) Was worthy.
- B) Was expensive.
- C) Was not good enough.

4) Imagine you are in the situations bellow. What do you have to do? Fill in the gaps using the expression that best fits each sentence. There is an extra expression that you do not need to use.

- work independently
- multitask
- overcame obstacles
- pay the bills
- cheer someone up

- A) You don't want to work at that company anymore but you have some money in the bank to invest. _____ .
- B) You are expecting some guests at your place for lunch. You had problems and it was not possible to prepare the food and clean the house. Your kids are coming home too and you need to give them attention. You have 30 minutes before your guests come. _____ .
- C) You are a new employee at your company. People there aren't friendly and you need to learn the tasks. You feel demotivated but it's a very good job and you need the money. _____ .
- D) There is a school trip to the zoo. Your son, who is 8 years old, had a cold and can't go with the other students. He feels extremely sad because of that. _____ .

5) The expression "Yes we can" became popular after Barack Obama used it when he was trying to be elected for president of the United States in 2008. At that time, the economical situation of the US was not good.

In 2011 in Libya, civilians rebelled against the dictator Muammar Kadhafi. People started using this sentence in their social medias.



Explain what Obama and the Libyans meant with this sentence.

6) Our generation is dealing with many environmental problems. We can't transform the planet but we can do some things to preserve it.

Match the ideas 1-5 to the actions A-E bellow.

- 1) Stop using the car everyday
- 2) Stop the factories from producing
- 3) Stop using plastic bottles
- 4) Eliminate hunger in the world in just one day
- 5) Make it rain

- ___ A) stop wasting food.
___ B) stop littering and polluting rivers, so we still have fresh water.
___ C) consume fewer non-biodegradable products.
___ D) try to use public transportation more often.
3 E) Recycle them.

Now add **can** or **can't** to the first part of the sentence (1-5) and connect it the second part (A-E) use the word **but** to connect them as in the example bellow:

We can't stop using plastic bottles but we can recycle them.

TEST UNIT 2 – Answer Key- 10 marks

0.25 each = 2 points

- 2) A - F
B - F
C - T
C - T

0.25 each = 2 points

- 3) Eddured – C
Affair – A
Galvanizing – B
Had paid off – A

0.25 each = 2.5 points

- 4) A- work independently
B- multitask
C- pay the bills
D- overcome obstacles
E- cheer someone up

1.5 point

- 5) Suggested answer:

They meant they were able to fight against their president and change the political system in Libya.

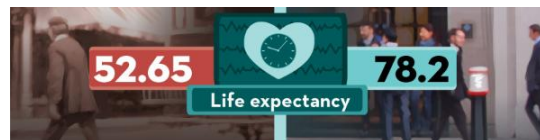
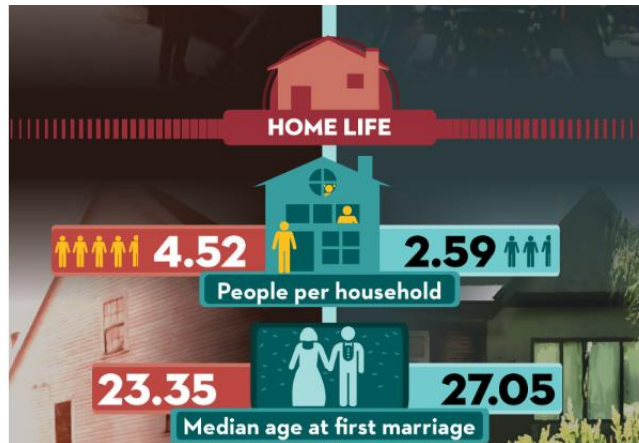
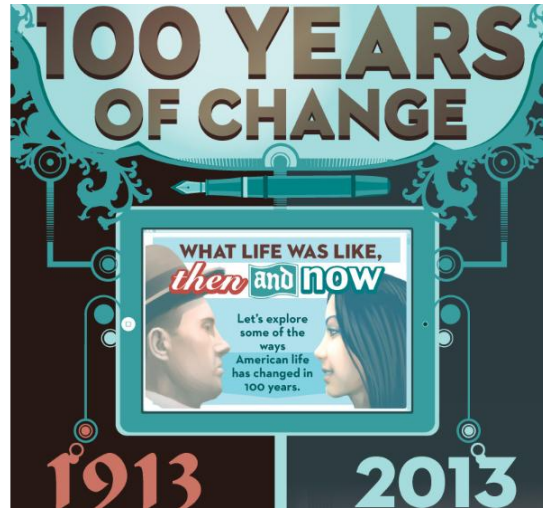
*** Evaluate the content without penalizing SS for few spelling mistakes.

0.25 each = 2 points

- 6) 1- D: We can't stop using the car everyday but we can try to use public transportation more often.
2- C: We can't stop the factories from producing but we can consume fewer non-biodegradable products.
3- This alternative is the example (it does not count as a mark).
4- A: We can't eliminate hanger in the world in just one day but we can stop wasting food.
5- B: Make it rain but we can stop littering and polluting rivers, so we still have fresh water.

APPENDIX

Unit 1 - page 14.



Technology

- All-purpose zipper patented and stainless steel invented
- Henry Ford introduces the moving assembly line
- The first published crossword puzzle comes out
- Windows 8 brings more touchscreen capability to computers
- The Internet of Everything holds promise for connecting all Internet-enabled devices; 80% of American households have Internet access
- 60 million people download Words With Friends app



Retrieved and adapted from: <http://www.moneychoice.org/then-vs-now/>.

Unit 2, p. 20.

Scripts from the trailer of “The pursuit oh Happyness”.

Chris Gardner: I met my father for the first time when I was twenty eight years old. When I had children, my children wouldn’t even know who my father was.

Narrator: Chris Gardner was doing his best.

Man: We don’t need two.

Other man: We don’t need one.

Man: Maybe next quarter.

Chris Gardner: It’s possible.

Narrator: But his best wasn’t enough.

Chris Gardner: Men! I got two questions for you: what do you do and how do you do it?

Man: I’m a stock broker.

Chris Gardner: Stock broker? Oh! Hey, I’m letting you hang on to my car for the weekend but I need It back for Monday!

Man: Feed the meter!

Man: I need the rent. I can’t wait anymore. I need you out of here in the morning.

Chris Gardner: You gotta trust me, alright?

Son: I trust you.

Chris Gardner: Because I’m getting a better job.

Man: Let me see if I can find you an application for internship.

Son: Did mom leave because of me?

Chris Gardner: Mom left because of mom and you didn't have anything to do with it.

Chris Gardner: There was no salary?

Man: No.

Chris Gardner: I was not aware of that. My circumstances have changed sir.

Son: Dad where are we going?

Chris Gardner: I don't know!

Man: Last year we had an intern score a ninety per cent on the written exam. He wasn't chosen. It's not a simple pass fail.

Man: You are not quitting on this shit are you?

Chris Gardner: Don't ever let somebody tell you you can't do something. Not even me. Alright?

Son: Alright.

Man: Jay says you're pretty determined.

Man: What are you doing? Go to the hospital!

Chris Gardner: I'm in a competitive internship at Dean Witter.

Man: He said you're smart.

Man: That seems impossible.

Chris Gardner: I can do it.

Man: No you can't. No one can.

Son: You're a good papa.

Chris Gardner: You got a dream, you gotta protect it. People can't do something themselves. They're gonna tell you you can't do it.

Chris Gardner: You want something, go get it. Period.

RATIONALE

Considering Variables and Using Personalization

This teaching material was developed for young adults learning English as a Second language in a pre-intermediate level. Being aware of the fact that a second language is never acquired as the first one for many reasons, I have decided to personalize this material as much as possible in order to have my students participating, contributing and producing as much as they can since it is known that a content that is not meaningful is not likely to engage students and consequently offers very little or no learning at all. Richards and Rogers (1999, p. 72) reinforce such idea saying that “Language that is meaningful to the learner supports the learning process.”

In a brief comparison to the first and the second language acquisition process, variables such as the social learning condition, the cognitive capability, exposure to the target language, and L2 influences have a strong effect on the learner’s performance. They will be separately discussed here as it follows bellow.

Once interacting in a social group, the learner of a second language may be conditioned to some aspects such as anxiety, nervousness, shyness, and the lack of the right to be silent, whereas children acquiring their first language have none of these variables and are therefore comfortable to produce the way they want and whenever they want. They are never rushed by the necessity to speak and for many times, when producing language containing mistakes even becomes an entertaining situation for those around them.

Some students have more aptitude for language learning than others, whether this is directly cognitive related is uncertain; however, we teachers know that aptitude and cognition will not help if our students are not provided with comprehensible input. They have to be exposed to a meaningful and challenging but still comprehensible input.

Adding to these two aspects mentioned so far, there is the time of exposure that differs dramatically from L1 to L2. In L1 acquisition, individuals are exposed to several

hours of input everyday for long periods of time, while L2 learners may dedicate two or three hours a week to the acquisition of a new language.

Any individual acquiring L2 will have already developed a linguistic system in L1 in which they will rely on when developing the second language. The influences from L1 to L2 may happen unconsciously, when the learning over generalizes without noticing that some rules cannot be applied from one language to the other. A clear example is when Brazilian speakers learning English produce forms such as “car nice” instead of “nice car”, because in their mother tongue system, the adjective may come after the noun.

Considering these issues in L2 acquisition, I have seen the necessity to personalize my teaching material. There is nothing easier to talk about than to talk about ourselves. Remembering childhood or highlighting what keeps us going on in life is an easy way to find something meaningful to say. In addition, even when not mentioning something real, in this teaching material students are free to create stories about their childhood or about their family, career, relationships, etc.

It is also important to mention the fact that in this personalization I have opted for Brazilian figures or international figures that were part of Brazilian people’s lives. Carnival, Chaves - the sitcom, MacGayver - the fictional character, Kichute - the brandname for shoes, and Nestle surpresa - the chocolate, are some of the figures mentioned in this unit that are either part of students’ memories or part of adulthood life and culture.

Different learning styles related to the different intelligences were also taken into account in this material. The activities presented in it vary from a wide range which include, music, acting (pretending), reading comic strips, the exploration of intra and inter personal intelligences through social media, visual tools, citations, and real stories.

Communicative Language Teaching

Once having stated why Motivation and Nostalgia were the chosen themes for this work, let’s now go through the framework in which this teaching material was developed.

These two teaching units were developed under the principles of the Communicative Language Teaching (CLT) approach. Under the principles of CLT, the

goal of the language teaching process is to develop a *communicative competence* which is explained by Richard and Rogers (1986, p. 71) as “the ability to use language for different purposes” or in other words, the ability to adapt this acquired language to different situations, contexts, and participants in the communicative process.

In order to offer students conditions to acquire this communicative competence, I made use of authentic materials only. Authentic materials are considered the written or recorded production developed for speakers of a language in general; rather than material developed exclusively for second language learners, which may present unnatural content. In unit 1 there is a text taken from social media which has spread, been shared and even translated into Portuguese. In addition, there is also a song from Madonna still in unit 1, a trailer from the film *The Pursuit of Happyness* and a text about Lance Armstrong’s career in unit 2. When talking about the use of authentic material in CLT, Freeman and Anderson (2011, p. 126) believe that “To overcome the typical problem that students cannot transfer what they learn to in the classroom to the outside world, and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of authentic language materials”.

Still under the principle of the communicative competence, grammar must be seen as having a different role. In these two teaching units, grammar is taught following the guidance of *deductive learning* once the students are given examples of the target language that include a specific grammatical item and are then guided to infer the grammatical rules by themselves, instead of being presented by the rules and deducing its use. In the deductive method, grammar still has great importance, but it has to be balanced with the other elements of communication in a way that the student is able to produce beyond the sentence level. Reinforcing the idea of communicative competence, which aims at guiding the learner beyond the sentence level, Freeman and Anderson (2011) say that students should be able to negotiate meaning since communication is a process that involves more than the knowledge of language forms. Once talking about negotiation of meaning it is necessary to explore it in a specific topic as it follows:

Group Work & Modified Input

Once students are in a social context interacting with social individuals, they have to be able to overcome the variables mentioned above and produce. It's known that this production does not flow easily sometimes. Thus the importance of group work and the modified input emerges. Lightbown and Spada (2011 p. 61) illustrate the variable anxiety with the example of "a student who feels anxious when giving an oral presentation in front of the whole class but not when interacting with peers", this illustration shows us that considering the different learning styles and characteristics, we teachers, should have in our lessons different patterns of interaction. In this teaching material, I have suggested from individual, to pair work and group work, depending on the type of activity. I have also taken into account that the smaller the group, the bigger is the change one student has to produce more, but on the other hand, brainstorming and collective contributions benefit from bigger groups or even open class discussions. That is why all this different patterns were used in this teaching material depending on the aim of each activity.

Researches have found that native speakers "modify their speech and their interaction patterns in order to help learners participate in a conversation or understand some information." Lightbown and Spada (2011, p. 43). Even though the authors above refer to a native or more proficient second language speaker talking to a learner, this negotiation of meaning also occurs very often and very naturally between learners in L2 classrooms. When working with pairs, students in pre intermediate levels may often have communication breakdowns, hesitations, and unclear statements that are a natural part of second language acquisition. Nevertheless, in order to get the message through in these kinds of contexts, students must help each other, and, actually they do through modified input; they negotiate meaning and consequently develop L2. Modified input includes verbal and non-verbal negotiation such as intonation, gestures, examples, etc.

Teaching Productive Skills

Jim Scrivener (2011, p. 213) states that "There is no point knowing a lot about language if you can't use it (which, sadly, has been the experience of many language

learners in the past – able to conjugate a verb, but unable to respond to a simple question).” Scrivener illustrates a problem our students face when they are able to understand grammar but not to speak. Having this fact in mind, we teachers when teaching productive should be aware of and make use of some teaching strategies such as the ones described in the following paragraph.

It is important to prepare the students so they have what to say; furthermore, they need time to think and brainstorm ideas. This teaching material aims at preparing the students before the moment of production. Throughout the units the students are taught some relevant vocabulary and its form and pronunciation. In the beginning of unit 1 and 2, the students are provided with pictures, quotes, and even a comic strip that helps them to get some ideas. Besides, all the communication has a scaffold structure in which students help each other guided by the principles of the communicative approach. The specific speaking section that requires an expanded production from the students, comes as the last section, assuming that once they will have already discussed all the other previous sections, they will have been provided with enough support to accomplish the speaking part.

When it comes to writing, we know it has changed significantly with the introduction of social medias. Once again, students need to have a clear reason for writing in the classroom. Nowadays, we don not write letters as frequently as we used to, so there might be no point in asking them to write them. In addition to a purpose for writing, they need to have a real recipient who will read what they have written and give some kind of feedback. In both units of this material, the students have a clear objective for writing. In unit 1, they are required to write posts there are likely to have been written on social medias such as Facebook or Tweeter, and their recipient will be their own classmates who will read their posts and comment on them, as it is done in real daily life. Since unit 2 has motivation as its theme, the students are required to write short messages encouraging each other to deal with specific problems, as people usually do in social medias or paper cards, or even virtual cards.

When writing, students have more time to think, plan, draft, and edit. Using these features as beneficial tools, the students are first of all presented the genre, which they will be required to write about, early in the unit, so that they are not surprised with

something completely new to deal with without proper support. Secondly, after completing their writing task, they have the opportunity to expand it through pair and group work interaction. It is important to highlight that all the writing should be done in the classroom so the students find available all the support they need.

Teaching Receptive Skills

Concerning receptive skills, the most important principle that we teachers must be aware of is that all sort of input must be authentic, as it was presented above. We aim at preparing our students for real life. Therefore they should be provided with real life material instead of texts or listening passages designed only for ESL students, which are not likely to be part of their daily communication.

When we make use of listening material, there are chances that we end up practicing memory tasks instead of comprehension tasks. In order to avoid memorization, in this work I have opted for not including subtitles or transcripts to listening passages, so the students do not focus on reading but on listening only. Based on the principles explored by Scrivener (2011) I have also opted for promoting some interaction between students and the listening since in daily life they have the chance to intervene and even change the path of a conversation, agreeing, disagreeing, etc. In unit 2 I have used one of the interacting activities proposed by Scrivener asking my students to listen to some passages where some statements are made and right after they hear they give responses as in real conversations. The students are then free to use personal points of view and even introduce another related subject if they want.

Once the students are conducted to a real listening task instead of memorization or reading task, they have to be prepared to perform it properly. In both units, the students are asked to read the questions before listening so they know what to focus on rather than being surprised by a sudden passage they know nothing about. In order to facilitate comprehension, some prediction is also made when they are given a picture of a playground in unit 1 and some vocabulary in unit 2 for instance. I emphasize such strategies by quoting Scrivener (2011, p. 251) who says “In Everyday life we have a

purpose in mind when we listen (...). By giving the learners a clear purpose in listening, you turn the exercise from a memory test into a listening task.”

I have made two important notes to the teacher in the teacher’s guide. The first is to not overburden them with different skills at the same time. They should read the questions beforehand but not answer them while listening. They should focus on one skill at a time. Secondly, they should be given enough chances to perform the task once we know they are not likely to get all the answers at once. Some teachers stick to a fixed number when playing the listening. Nonetheless, we know that each student has his or her own performance and therefore the teacher should play it as many times as are needed in order to provide the students with enough chances to get the task accomplished. I have noted though that it should be done reasonably to avoid turning the lesson into something tiring.

As well as listening, reading is a receptive skill and by the way, they are very similar concerning the way teachers should approach them in the classroom. In order to predict and avoid having some comprehension problems, the students are provided with some previous material. In unit one, some pieces of vocabulary are taken from the text and pre-taught, while in unit 2, a quote from Martin Luther King Jr. is used to introduce the text; in addition, the students are invited to have a brief discussion about Lance Armstrong, whom the text is about. If they do not know anything about this athlete, the teacher is required to give them some basic information so they can start predicting.

Still predicting problems, we have to be aware of the different speed each student reads the texts. Some of them who are slower may feel pressured to read fast and end up ignoring comprehension just to have it finished at the same time as the others. Aiming at dealing with this problem, in the teacher’s guide, the teacher is suggested to explain to his or her students that they do not need to understand all the words in the text but being able to conclude the task is the goal and is good enough. If the students are not stuck to the meaning of every single word, and learn how to go through them faster, even ignoring some, they are likely to accomplish the task more naturally without feeling pressured. Scrivener (2011, p. 264) states that “In order to make students better readers, we need first of all to raise their awareness that it’s not always essential to understand every word,

and that practicing some different reading techniques in English may be very useful to them.”

An extremely important aspect when working with reading skills is to avoid having the students coping and pasting information. We teachers have all probably been in situations when the student identifies the correct answer but after being asked about it, about what he or she meant with such words, he or she does not know what to say. Some activities are simply the identification of the question structure in the text. In unit 2 - where I had skimming reading, where the students read to get the gist of a passage, the overall theme, and the main ideas – the students are asked for instance, “How did Linda Walling help her son to be strong and fight against cancer?”, they have to go to the text and identify the structure “Lance sought strength in three things his mother had instilled in him”. Asking “What did Lance seek strength in?” does not explore the students’ capability to understand and paraphrase.

Reading also requires as stated above preparing the students to receive information and tasks. In both units, I used the three stages of reading sections, as well as for all the other skills. Students go through pre reading, while reading, and post reading. The importance of the first two ones have been already discussed and I sum up this paragraph saying that the post listening is equally important once it is a great opportunity for them to expand the concept dealt with. In this part of the reading section, they may and by the way they should be given chances and support for developing critical thinking, considering what comes beyond the text.

Teaching lexis

Concerning vocabulary, I make here a brief exploration of the topic stating that when learning vocabulary, students should firstly be exposed to words that are meaningful to them and secondly they “need opportunities to become more familiar with it, to practice recognizing, manipulating and using it” (Scrivener 2011, p. 191) making it part of their interlanguage. Therefore, they should be taught few words per section, once overburdening them with long lists of words will only cause temporary memorization. Furthermore, in order to make them able to understand what the lexis they are using is

related to, and how they will make use of it, in both units I considered of great importance teaching meaning, form, and pronunciation giving equal attention to all the three aspects. When students are taught from the first levels developing what we call language awareness, they are likely to be more independent learners when achieving higher levels.

* * * * *

In “Teaching English to Adults: Personalizing is Better” I wanted to offer my students effective ways of acquiring a second language. My work was based on the Communicative Language Teaching approach, which focuses on the communicative competence. I wanted to enable my students to be able to use this second language properly in different situations.

To be able to achieve such goal I’ve sought for meaningfulness in every single section of the units. From my view point, when we talk about ourselves or about things that surround us in a second language classroom, learning becomes meaningful, easier, and more interesting. Since there are not only good aspects to consider in the development of this work, I have taken into account all the time, issues such as different learning styles, different aptitudes, and I have also anticipated problems that are likely to come up in the lessons.

Applying the theory acquired in this graduation program to my teaching experience, made this work really pleasant most of all because all the theory for me became feasible. The purpose of this work had a clear purpose in my mind and I really believe in the principles I explored here. They are not only theories anymore, they are part of my daily teaching life.

WEB SITES CONSULTED

Images in the order they appear:

Swing: <http://purpology.com/2013/12/21/nostalgia/>

Girl near the trunk: <http://arts2share.blogspot.com.br/2012/11/nostalgia-for-childhood-memories.html>

Woman in the snow: <http://wallpaperswide.com/nostalgia-wallpapers.html>

Super Mario game: <http://www.insidetchno.com/2008/10/13/fitas-de-videogame-viram-hd-externo/>

MacGyver: <http://www.empireonline.com/features/chuck-norris>

Cassete player and Bic pen: <http://www.avioesemicas.com/fitas-cassete-a-caneta-bico-som-digital-e-a-manutencao-de-avioes.html>

Tamagotchi (Bichinho Virtual): <http://pt.wikipedia.org/wiki/Tamagotchi>

Supresa Chocolate: <http://bjc.uol.com.br/2014/03/28/colecionar-e-viver-os-cards-educativos-do-chocolate-surpresa/>

Turma do Chaves: http://pt.wikipedia.org/wiki/El_Chavo_del_Ocho

Shoes: <http://www.animesuasmensagens.net/mensagens-para-facebook/essas-eram-as-opcoes-da-epoca-conga-kichute-e-bamba/>

Social Media: <http://authoritypublishing.com/social-media/how-to-increase-website-traffic-with-social-media-easy-steps-to-reach-more-eyeballs/>

Street market: <http://joserosarioart.blogspot.com.br/2011/08/arimateia.html>

Playground: <http://www.cartoonmotivators.com/Playground.html>

City: <http://www.canstockphoto.com.br/coloridos-abstratos-cidade-10628770.html>

Old city: <https://jeocaz.wordpress.com/2010/11/16/rio-de-janeiro-do-seculo-xix/>

Family: <http://prestigefamilydentistry.com/>

Money: <http://marshallmashup.usc.edu/since-when-did-successful-money/>

Doctor: http://gestaodelogisticahospitalar.blogspot.com.br/2012_09_27_archive.html

Workers: <http://www.wilsonandwilsonlawgroup.com/workers-compensation/>

Couple: <http://ultrdownloads.com.br/papel-de-parede/Casal-Romantico/>

Books: <http://www.educationalstudies.org/aboutus.html>

Martin Luther King Jr: <http://www.lorensworld.com/life-work/martin-luther-king-jr-quotes/>

Lance Armstrong:

<http://www.telegraph.co.uk/sport/othersports/cycling/lancearmstrong/9496174/Lance-Armstrong-to-be-stripped-of-Tour-de-France-titles-and-banned-for-life-as-he-gives-up-fight-over-drug-charges.html>

Light bulb: <http://softwarelivre.org/aurium/blog/escrever-o-que>

Pollution: <http://www.theguardian.com/environment/2009/may/21/carbon-emissions-questions>

Food waste: <http://www.hallohellonet.com/category/papocabeca/conjuntura/>

Litter: <http://printablecolouringpages.co.uk/?s=Crian%C3%A7a+jogando+lixo>

Water shortage: <http://www.catolenews.com.br/noticias/paraiba/dinheiro-para-combater-seca-a14954.html>

Poverty (person wearing shoes made of bottles):

<http://ateondeda.blogspot.com.br/2009/08/chinelo-100-ambiental.html>

Traffic jams: <http://delas.ig.com.br/saudedamulher/congestionamento-de-problemas-de-saude/n1237773335729.html>

Homeless person: <http://weareallhomeless.blogspot.com.br/>

Burned-over land:

http://basilio.fundaj.gov.br/pesquisaescolar./index.php?option=com_content&view=article&id=890:queimadas-no-brasil&catid=51:letra-q&Itemid=1

Deforestation: <http://leonardoquintao1500.com.br/desmatamento-na-amazonia-e-o-segundo-menor-em-25-anos/>

Smile icon: <http://olhardigital.uol.com.br/noticia/40603/40603>

Caitlin Sarubbi: http://manonethra.blogspot.com.br/2013/01/inspiration-1-caitlin-sarubbi_3.html

Yes we can: <http://www.123rf.com/similar-images/24444844>

Videos:

Song “This used to be my playground”

<http://www.youtube.com/watch?v=89Kq8SDyvfg>

Trailer of “The pursuit of Happiness”

<http://www.youtube.com/watch?v=89Kq8SDyvfg>

Texts:

Childhood memories.

<http://www.fengshuistore.co.uk/when-i-was-younger/>

Comic strip

<http://joyreactor.com/search/Teenage%2BMutant%2BNinja%2BTurtles%2Bcomic%2Bstrip>

Lance Armstrong

<http://storiies.org/>

Caitlin Sarubbi

<https://www.rallyme.com/rallies/20>

Posts in test 1

<http://ask.metafilter.com/99012/What-made-your-happy-childhood-memories-happy>

Quotes in unit 1

<http://www.goodreads.com/quotes/tag/nostalgia>

Other websites:

<http://www.uiowa.edu/~acadtech/phonetics/>

<http://dictionary.cambridge.org/dictionary/english-portuguese/know>

<http://www.macmillandictionary.com/dictionary/british/nostalgia>

<http://michaelis.uol.com.br/moderno/ingles/index.php>

<http://www.moneychoice.org/then-vs-now/>

<http://www.tefltunes.com/grammarsongs.aspx>

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