DEVELOPING ENGLISH LANGUAGE MATERIALS TO LEARN, THINK, AND ACT: A PROPOSAL

PRODUÇÃO DE MATERIAL DIDÁTICO DE LÍNGUA INGLESA PARA APRENDER, REFLETIR E AGIR: UMA PROPOSTA

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RESUMO:

O desenvolvimento de materiais para o ensino da língua inglesa representa um grande desafio para os professores da área, tendo em vista seus objetivos: a aquisição da língua e o seu uso no cotidiano. Com base nos princípios do Ensino Comunicativo de Língua, foi elaborada uma unidade de ensino da língua inglesa, tendo como público-alvo jovens e adultos que atingiram o nível B1 de competência linguística. A unidade tem como objetivo promover o aprendizado da língua em seus aspectos sintáticos, morfológicos, lexicais, fonológicos e semânticos, abordando as habilidades de produção e recepção oral e escrita de forma integrada para atender às necessidades dos alunos em situações reais de comunicação. O tema da unidade é comum em nossa sociedade e foi escolhido com o propósito de levar instrutores e alunos a refletir sobre o hábito de queixar-se em diferentes circunstâncias. Materiais autênticos foram empregados como input para melhorar o desenvolvimento da competência comunicativa dos alunos. A utilização de várias ferramentas digitais ao longo das atividades propostas teve como objetivo motivar, aumentar a exposição do estudante à língua-alvo além da sala de aula e operar como um facilitador do aprendizado. Em conjunto com a adequada capacitação do instrutor para ensinar a língua inglesa sob uma ótica comunicativa e sua habilidade para lidar com o contexto sociocultural dos aprendizes, espera-se que este material possa ser um aliado no processo de ensino e aprendizagem da língua inglesa para seus usuários.

PALAVRAS-CHAVE: Ensino Comunicativo de Língua. Aprendizado de Língua Inglesa. Produção de material didático.

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ABSTRACT:
The development of English language teaching materials represents a great challenge for English teachers, considering its goals: language acquisition and using the English language in everyday life. Based on the principles of Communicative Language Teaching, a Unit of English language teaching was produced, with young adults and adults who have already reached the B1 level of linguistic competence as the target audience. The Unit aims to promote language learning in its syntactic, morphological, lexical, phonological, and semantic aspects, addressing the skills of oral and written production and reception in an integrated way to meet the learners' needs in real communication situations. The unit's theme is pervasive in our society and was chosen to lead instructors and learners to reflect on our habits of complaining in several situations. Authentic materials were used as *input* to enhance the development of learners' communicative competence. The use of several digital tools throughout the proposed activities aimed to motivate, increase the exposure to the target language beyond the classroom, and operate as a learning facilitator. Added to the instructor's qualifications and ability to deal with the sociocultural context of their learners, it is hoped that this material can be an ally in the process of English language teaching and learning for its users.

KEYWORDS: Communicative Language Teaching. English Language Learning. Materials development.

Introdução

1. The Teaching Unit Rationale.

Developing materials for language teaching and learning demands great responsibility since the goals are always ambitious: to lead learners to know and use a new language, as Tom Hutchinson (1987, p. 37) emphasizes:

> [m]aterials are not simply the everyday tools of the language teacher, they are an embodiment of the aims, values, and methods of the particular teaching/ learning situation. As such, the selection [and development] of materials probably represents the single most important decision that the language teacher has to make.

Those decisions define the learning context and its outcomes for the learners. As Rubdy (2014, p. 37) adds, the ultimate objective of this process is that the materials should fit the needs and interests of the learners who use them in the best possible way.

Keeping that in mind, I aimed to produce learning material for college students, the audience I have been teaching for almost two decades. The Teaching Unit (Appendix I) was developed for young adults and adults who can manage language skills at the B1 level, meaning they can understand texts whose topics are familiar, produce simple, organized texts, talk about their experiences and expectations, and explain their views and opinions, according to CEFR (Common European Framework of Reference for Languages). The unit's design aims to cope with these achievements and promote students' advancement through knowing and reflecting upon themes considered relevant enough for learners to be aware of since they are prevalent in our society.

The Unit approaches the possible meanings and practices of complaining to discuss this habit and why people do it. It critically addresses this attitude since it demands reflection and (we believe) some decision-making. More than just being exposed to the content presented in the target language, learners are motivated to know more about the theme, think actively about it, and, at least on a linguistic and discursive level, take a stand while also acquiring stable

declarative and procedural knowledge of the language to enhance the process of becoming English skilled (Dekeyser, 2017).

The Unit is followed by the Teacher's Guide (Appendix II), which provides instructions on how to work with each section, suggests some extra activities and strategies that complement the learning path, and attempts to confer flexibility. The principles that guide English language teaching and learning in the proposed Unit are based on the theoretical framework of the Communicative Language Teaching (CLT) approach and further research on language teaching.

It is a truism that from classical and grammar-translation methods to the Post Method era, empirical practice and intense research in teaching and learning English as an additional language have produced a plethora of methods, approaches, techniques, and theories attempting to encompass the

myriad of perspectives and procedures related to language acquisition and the processes to maximize its achievement. Brown and Lee (2015, p. 30) remark that there is a consensus around the idea that the principles launched by Hymes (1972), Canale, and Swain (1980) fostered a revolution in the way teachers taught, students learned, curriculum, material development, and other aspects related to teaching and learning languages were dealt with. An overview of the Communicative Language Teaching approach (CLT) shows that it

> aims to develop linguistic fluency, and not just the accuracy that once consumed its methodological predecessors. CLT promotes classroom practices that equip students with tools for generating unrehearsed language performance "out there" when they leave the womb of the classroom. CLT seeks to facilitate lifelong language learning among students that extends well beyond classroom activities. Learners are partners in a cooperative venture. And CLT-based classroom practices seek to intrinsically spark learners to reach their fullest potential (Brown; Lee, 2015, p.31).

After a century of methods, approaches, and techniques attempting to achieve the most effective ways to learn an additional language, the Post Method era acknowledges the impossibility of a method that fits all learners, claiming that the specificities of students' sociocultural and learning contexts must be part of the teaching-learning equation. In this

context, the principles of CLT, focusing on the integration of "all the components (...) of communicative competence" (Brown; Lee, 2015, p.31), can be a solid ground for learners to achieve their goals. Teachers can also rely on CLT assumptions to plan and implement teaching practices, and material developers can elaborate coursebooks and other materials based on the fundamentals of the approach. Thus, CLT provides a perspective on language teaching and learning that is still meaningful and viable within language acquisition research and its pedagogical outcomes.

The Teaching Unit attempts to follow the communicative principles quoted above to engage learners in acquiring English as an additional language and stimulate a learning environment inside and outside the classroom. It follows the same design for exploring linguistic content and communicative practices to provide consistency and predictability. Those aspects, in Tomlinson's view (2014, p. 39), "help give participants in social interactions like lessons a safe base, a platform for negotiation and exploration." Thus, the Unit starts by presenting the main topic that will be approached throughout the three/or four classes necessary to explore their contents. The issues are introduced via warm-up activities to explore learners' prior knowledge, pre-teach vocabulary and pronunciation, and settle the context for the following sections.

The unit's topic choice aimed to bring a relevant theme to add to the learners' repertoire and raise critical thinking about attitudes and preconceived ideas they may take for granted concerning complaining. The sections are named according to the language dimension explored and what is expected from the learners, in this order: "Let's discuss," which works as a first contact with the Unit's main topic and provides an exploration of prior knowledge and contextualization for the following sections; "Let's read," which explores and provides practice for written comprehension and interpretation; "Let's learn," which is focused on vocabulary comprehension and expansion; "Let's listen," which provides oral comprehension practice; "Language spot," focusing on language structure; "Let's talk," which settles context and conditions for oral production, and "Let's write," which establishes guidelines for written production in a specific textual genre. The "Go further" sections in the Unit suggest alternative

practices and materials intending to amplify the teacher's range of choices when working with the material.

The sections are a way to provide didactic organization to the unit, but they can be followed in a different order than they are presented. Teaching materials must be flexible enough to allow teachers to adapt, supplement, and improvise, as stated by Masuhara (2022, p. 277): teachers "may add or delete texts and activities to suit the learners and the local contexts. They may replace, reorder the sequence, come up with creative uses, or supplement texts and/or activities with 'better ones'" to advance both the teaching conditions and the learning experiences and not to become a straitjacket for learners and instructors.

As the Unit aims to integrate the four skills, the activities were planned to engage and motivate the students to combine them so that the focus is never on just one. Thus, they perform oral production, oral comprehension, and written comprehension in the Warm-up activities, for instance. In the reading section, for example, before reading the texts, learners discuss their subjects by speaking or writing, depending on the teacher's approach. Pair work/group work is constantly stimulated to provide interactional contexts, which demand more than one skill. The Teacher's Guide instructions settle the pace for this integration, allowing instructors to choose the best procedures to fit their learners' needs and goals.

Regarding authenticity, the Unit uses spoken and written materials produced by real speakers and writers addressed to real-life audiences. The CLT establishes the relevance of authentic communication in developing communicative competence despite the different conditions found in the classrooms, which are much more controlled than in real-life situations. The original context of such interactions changes in the classroom, but learners can recognize the circulation of such materials outside the school and establish connections. Thus, we agree with Jones (2022, p. 65) that "one important aspect of acquisition is that learners need exposure to a large amount of comprehensible input (Krashen, 2009), and authentic materials certainly have the potential to provide such input". Written texts were taken from newspapers, websites, and the Corpus of Contemporary American English (COCA) to build the Unit. The chosen videos used for oral comprehension were produced to address the web community and deal with the central theme. The images illustrating the sections freely circulate on the web; they are

cultural artifacts shared by their producers/owners. These materials are helpful as language models (Jones, 2022, p. 77) and, we hope, can engage learners and nurture meaningful contexts to advance language acquisition and communicative competence.

It is important to notice that the Unit sections propose activities involving contextualization, interaction, and, most of the time, a post-task. Written or oral texts, verbal or non-verbal, are presented after contextualization or pre-teaching. The teacher must explore the images, their possible meanings, and written and spoken texts. The readings are preceded by prior knowledge checking, enhancement of students' interest in the topic, textual genre awareness, and vocabulary/pronunciation pre-teaching.

Concerning writing skills, the Unit aims to stimulate learners to write in several moments: by answering questions and topics related to texts they read or listen to, posting comments in virtual forums, and when they are specifically asked to produce a written text under certain conditions. In this case, raising textual genre awareness is crucial for learners to know why the written production is relevant and what is expected from them. As Hyland (2003, p. 87) emphasizes, it "assists students both to create text and reflect on writing by helping them to focus on how a text works as discourse rather than on its content." Learners are supposed to write a blog entry; therefore, they must be clearly instructed on the fundamentals of this genre and how it operates within the discourse community. The writing assignment is related to the Unit's topic. As stated by Rodrigues (1985, p. 26-27), students "need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real purposes and real audiences." Reading, listening, and speaking practices, as well as the vocabulary and grammar points explored in the Unit, work as pre-writing support. We can write confidently about a subject with enough information and the necessary tools and skills. It is not by chance that the "Let's write" section is the last one. The purpose is that learners write after they read, listen, and talk about the subject and get meaningful input and practice concerning vocabulary and language structure knowledge. Peer review, teacher feedback, and post-writing are essential to emphasize writing as a process instead of just focusing on writing for writing's sake, without connections to a world where texts circulate and impact their readers.

Oral skills are explored throughout the Unit. Learners are required to express themselves orally on the proposed topics and whatever connections they are able to establish. However, speaking in the classroom goes beyond the learning objectives stated for a specific class. Learners and instructors can interact in many ways during the class. Richards (2008, p. 21) defined a tridimensional function of speaking: "talk as interaction"; that is, the conversations we engage in everyday life, for instance. "Talk as transaction," meaning "the message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other" (Richards, 2008, p. 24). Lastly, "talk as performance" "refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches" (Richards, 2008, p. 27). Richards' insights offer a way to approach oral genres in the classroom. He remarks that the transactional type would be more accessible to teach and occur within classroom contexts among the three kinds of talks. Role-play and discussions fit into this type. The "Let's talk" sections in the Unit propose such activities to build up speaking. Instructors must pay attention to aspects such as language use, lexical items, pronunciation, taking turns, and students' performance while engaged in oral production. Those aspects can provide criteria for giving feedback and also improve planning and implementing future speaking activities.

The "Language spot" section in the Unit attempts to approach grammar bearing its importance for language learning and how it can be operationalized without becoming the "center" of the process. Teaching centered on grammar lasted for a long time in the history of English language learning. It was taken for granted (and it still is!) that by mastering grammar rules, one could aptly and effectively use them for communication. CLT strongly questioned this argument, which led to a "lessening" of grammar teaching. Nowadays, it is acknowledged that "without a good knowledge of grammar, learners' language development will be severely constrained" (Richards; Renandya, 2002, p. 145). Thus, it is necessary to approach grammar in learning contexts so that it promotes advance and effectiveness in their performance. Azevedo and Carneiro (2017, p. 88-89) remark that

> we should approach, or study the [language] system in a more integrated way, concerning the interrelation between the grammatical and the discourse,

functional or cognitive systems, as well as we should practice the forms meaningfully.

In the proposed material, this approach is attempted through an inductive perspective: students realize (or infer) language structures through a learning experience when using the language.

Students come upon the building of reported speech in the Unit by listening to the people in the video speaking directly and then doing an activity that calls their attention to what people said indirectly. By comparison, students are expected to notice the difference in the verbal structures. The following activities reinforce the grammar point and allow explicit instruction, if necessary. Further practice aims to enhance the internalization of the language structure. Doing the activity in pairs or groups can help students notice grammar points without explicitly teaching them. More proficient students, for instance, can assist their classmates in this process.

Although the Unit does not present specific tests aiming to provide formative and summative assessments (Brown, 2003, p. 6), it is essential to remark that they are open to allowing informal assessment throughout their learning paths. Brown (2003), Genesee and Upshur (1996), and Harmer (2007) emphasize the importance of familiarizing students with all forms of assessments since all of them have their merits (as well as their shortcomings) and help to provide an overall view of each student's abilities, progress, and achievement. In this sense, assessment can be highly personal, allowing students to reflect upon, discuss, and strengthen their learning process. The Unit exposes students to various kinds of input. They are expected to practice language usage in different contexts, such as speaking in pairs or groups, discussing topics, asking and answering questions, reading aloud, role-playing, etc. Teachers can use those moments to implement formative and alternative assessments (Brown, 2003, p. 13). Taking notes of mispronunciations and calling attention to misspellings, inaccurate language use, and mistaken interpretations become opportunities to provide collective feedback without necessarily pointing out individual errors and mistakes, which can be embarrassing for some learners.

A word on using digital tools to enhance language learning, since the Unit proposes some activities based on them, such as listening to audio and videos from specific platforms or

websites and doing grammar exercises in apps. The activities aim to expand or reinforce knowledge of the Unit's topic and contribute to integrating the skills. Hartle (2022, p. 400) states that digital tools "can be used for receptive and productive skills work as learners watch, listen, read, and discuss content and produce both written and spoken language." This form of "blended learning" (traditional + technology) is a fact in educational contexts despite the many problems related to unequal internet and computer/mobile phone access. Digital tools can motivate, increase exposure to the target language, and facilitate learning. Thus, when using digital tools to create learning materials, "it is essential to consider which materials to develop, for which aim, and how to combine materials, tasks, and exercises into a principled teaching process" (Hartle, 2022, p. 410). As with any resource, be it "traditional" or digital, they cannot be an end in themselves and be there, disconnected from the learning objectives and out of the students' reach.

Finally, as instructors, material developers, and adapters, we must be constantly aware that learners of an additional language use their experiences and curiosity to interact with others. Thus, it is essential to bring those experiences to the learning context. Wherever this learning occurs, teachers should be open to learners' backgrounds and emotional attachments so that they can feel welcomed and valued and can link what they are learning with their worldviews and expectations. Such an approach is endorsed when implementing the material's designed learning paths.

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APPENDIX I: TEACHING UNIT- ARE YOU A COMPLAINER?
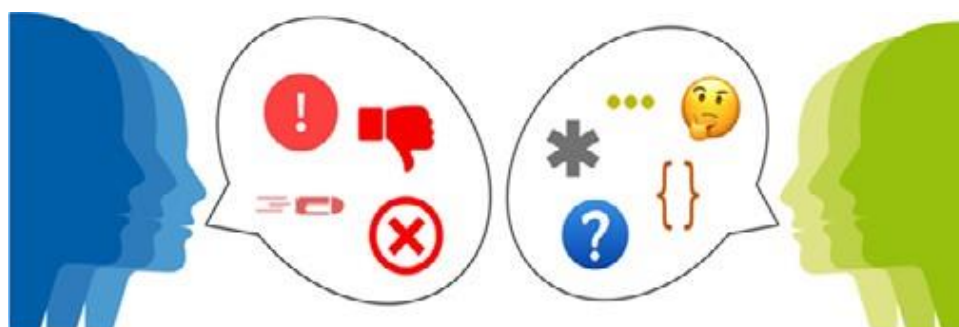
ARE YOU A COMPLAINER?
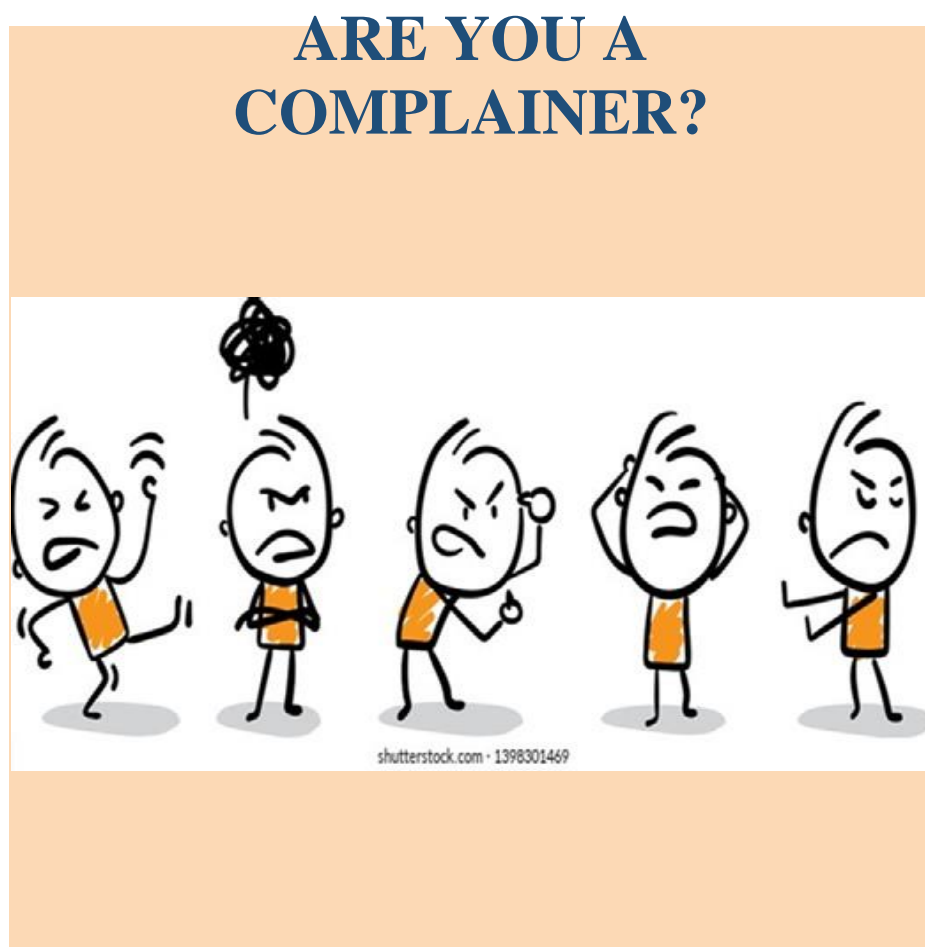
LET'S DISCUSS:
1- Take a look at the situation below. What is happening between the man and the waitress? Have you ever been through this situation or seen this scene in a restaurant?

Fonte: (Getty Images)

2- Are YOU a complainer?
Find out what kind of complainer you are with this quiz. Discuss your results with a classmate.

Fonte:

LET'S READ:

3- The text below presents a student's opinion about complaining. After reading it, discuss the questions below with your partner. Take notes of your points to share them with the class.

    a) How does Shannon define her relationship with complaining?

    b) Do you agree with Joanna Wolfe that complaining "creates kind of a solidarity"? Why or why not? Can you think of other examples?

    c) Will Bowen argues that complaining is harmful. What are the suggestions he presents to promote a change of habit? What does Shannon think about it? What do you think?

    d) What does the anecdote about the teacher tell about complaining?

<div align="center">

Do People Complain Too Much? By Shannon Doyne

</div>

An organization called A Complaint Free World is trying to help people give up the habit of what it deems a toxic form of communication.

Do you feel that this is a good goal to have? Do you think complaining is bad for those who do it and those who listen to other people complain?

    In the article "Complaining Is Hard to Avoid, but Try to Do It With a Purpose" Alina Tugend writes about the good and bad in voicing our dissatisfaction.

    Like many people, I have a love-hate relationship with complaining. There is little that is more satisfying than chewing over a meaty complaint about an idiotic service person or the really annoying thing that friend does or how unbelievably rude a teenager can be.

    On the other hand, I really dislike people who constantly whine about the same thing. Or those who come to me seemingly wanting advice but then ignore my suggestions and continue grumbling about the same grievance.

    So do I want a complaint-free world? Or just one free of the kind of complaints I don't like?

    It depends. Not many people believe we will ever have a world devoid of complaints. Nor should we (...).

    Some complaints serve as an icebreaker or a bonding experience. Grousing about the weather or traffic is an easy way to start a conversation or simply to avoid standing silently next to each other in an elevator.

    "It's one way to create rapport," said Joanna Wolfe, a professor of English at Carnegie-Mellon University whose research focuses on communication styles. Complaining about a

late bus with other riders, for instance, "creates kind of a solidarity," she said. "I've made friends that way."

So in my ideal world, I would not do away with those kinds of complaints, although Will Bowen, founder of A Complaint Free World, disagrees.

"A lot of research has been done that shows complaining is damaging to health, relationships and careers," he said. "When people go 21 days without a complaint, they say they are happier."

Instead of using a complaint as a conversation opener, he suggested, "talk to them about something good or positive."

But, he said, his message should not be misunderstood.
He is not arguing that you can't note when something is wrong. He says you should just do it directly in a neutral manner to the person responsible, not to everyone around you and not with a voice of outrage. (...)

I agree with that. Too often people's annoyance at a mishap or something they disagree with ratchets up to fury in a nanosecond, as if everyone and everything is out to get them.

I also agree with Mr. Bowen's point that we often do not speak frankly to the person doing us wrong. I was in a class where everyone was annoyed at the teacher for regularly failing to show up on time. It was an easily fixable problem, but all of us — about a dozen — complained in whispers to one another for weeks.

A few grumbled to other teachers and even spoke to the head of the entire program. But nothing changed. Finally, one brave soul broached the subject directly with our teacher. He responded graciously and started showing up promptly.

Adapted from: https://learning.blogs.nytimes.com/2013/05/06/do-people-complain-too much

LET'S LEARN:

a) Chew over (line 4)	We'll have a panel of moms to chew over some of those difficult questions.
b) Whine about (line 7)	Expect to be frustrated, and don't whine about it.
c) Grouse about (line 14)	More often than not, I don't get a seat on buses or trains. I don't grouse about this because there are poles and loops to hold on to.
d) Ratchet up (line 33)	The case has galvanized a fractious political opposition as authorities ratchet up pressure by prosecuting leaders and supporters.
e) Grumble (line 39)	If there's one thing my time in unemployment taught me, it's never to grumble about your job.

f) Broach (line 40)	As it was his big chance to influence the government and its rulers, he did not broach the subject of socialism or its supposed glory.

4- Check these words in the text. Study the sentences in the chart below where they occur to help you to infer their meaning.

Based on their contexts from the text and the sentences above, mark the option that best suits their meaning.

    (   ) **to begin a discussion of something difficult**

    (   ) **to increase something over a period of time:**

    (   ) **to make a high, complaining sound or to complain continually**

    (   ) **to think about or discuss something carefully for a long time**

    (   ) **to complain angrily**

    (   ) **to complain about someone or something in an annoying way**
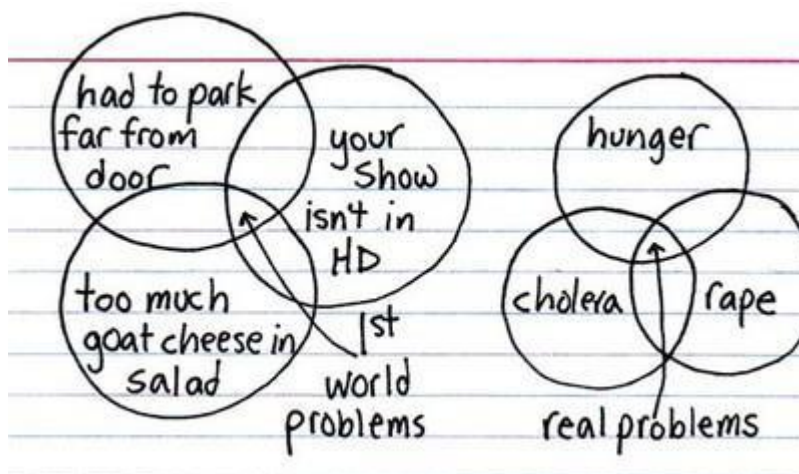

VOCABULARY ALERT

A) GIVE AN EXAMPLE OF SOMETHING YOU'VE CHEWED OVER RECENTLY.

B) WHICH SUBJECTS OR ISSUES ARE DIFFICULT FOR YOU TO BROACH?

C) HOW ARE THE WORDS "GROUSE", "GRUMBLE," AND "WHINE" RELATED?

LET'S LISTEN:

5- Have you ever heard of "First World Problems (FWP)? Based on the picture above, try to infer what it can mean.

gatheringthestones.com

Check the definition the OED (Oxford English Dictionary) provides:

oxfordlearnersdictionaries.com

What else would you consider a FWP? How about "real problems"? List some of them and share your ideas with a partner.

Now, watch the video and answer the questions proposed:

a) List three situations that people are complaining about.

b) What is the "FWP Helping Kit"? How is it used?

c) List two real problems cited in the video.

www.youtube.com/@ryanhiga

Class discussion:

- Is the video ironic in its presentation of FWP? How? What do you think is the intention behind it?

  - Do you think people complain about FWP in Brazil? Can you think of some examples?

LANGUAGE SPOT:

6- Can you recall what these people said in the video? Match the pictures with the answers in A:

1)

4)

2)

5)

3)

6)

A

(   ) She said that she didn't know what she wanted for her birthday.

(   ) Ryan Higa said that they'd been through so much struggle.

(   ) He said that he was starving.

(   ) He said he'd bought too many groceries.

(   ) She said she was so cold.

(   ) He said that nobody cared about him.

**What did they say? Match the pictures with the answers in B:**

B

(   ) "Nobody cares about me."

(   ) "They've been through so much struggle."

(   ) "I bought too many groceries."

(   ) "I don't know what I want for my birthday."

(   ). "I'm starving."

(   ) "I'm so cold."

Check and discuss your answers with a partner.

How do verbs change when we report what someone said in the past? Based on the sentences, complete the rules:

Present simple	Past simple	Picture #
Present continuous		Picture #
Present perfect		Picture #
Past simple		Picture #
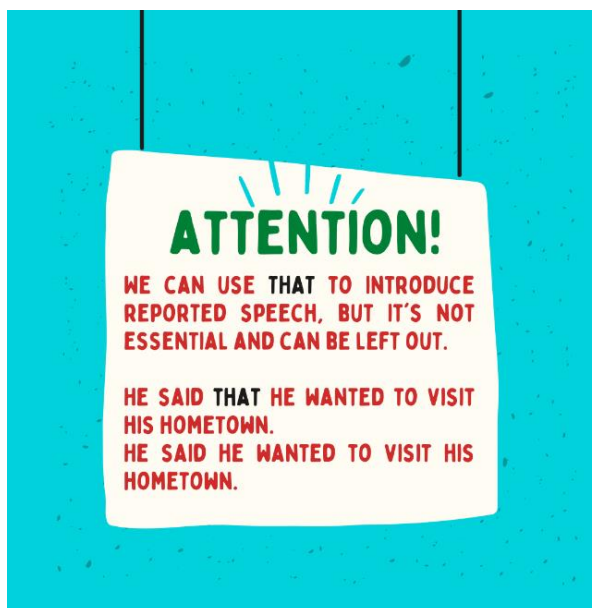
7- Search for direct speeches with a partner in the text "Do people complain too much?".
Rewrite them in the reported speech.
Example:
"It's one way to create apport," said Joanna Wolfe.
Joanna Wolfe said it was one way to create rapport.

Create a short dialogue (6-8 lines) in pairs in direct speech. You can use what people said in the video or make a new subject.

Example:
She: "I am so cold!"
He: "What happened"?
She: "Someone set the air conditioning to 73 degrees".
He: "What is the problem with that?"
She: "I need it 72".
He: "I think you're making a fuss of it..."

Now, exchange your dialogue with another pair and transpose their dialogue into reported speech.
Example: She said she was so cold! He asked her what had happened.
The two teams check, comment, and revise the new versions of their dialogues.

LET'S TALK:

8- In her text, Shannon Doyne notices that, according to Will Bowen, we must make our point when complaining without raising our voices or getting angry. We can complain politely. Take a look at these expressions:

Imagine the following situation: you bought an electronic device (e.g., a mobile phone, a tablet, a laptop), but it is not working correctly. You decide to go to the store and talk to Customer Service. Use one or more of the expressions above to help you explain your problem and ask for a solution.

LET'S WRITE:

9- Writing production:

a) At home: Reread Shannon Doyne's text expressing her opinions about complaining. Write a blog entry (around 20 lines) using her text as a model to describe your complaining experiences. Are you a complainer? What do you usually complain about? Does it make you feel better? Can complaining be controlled, as stated by Will Bowen? How?

b) In class: Swap your text with a classmate's. Read it and elaborate comments based on how the ideas were developed. Compare your experiences with your partner's. Share your comments in a discussion forum.

c) Rewrite your text, if necessary, after your classmates and teacher's feedback

APPENDIX II: TEACHER'S GUIDE

1- "Let's discuss" section (Warm-up): (10-15 min.)

To introduce the unit's main topic, explore the situation conveyed by the unit's cover picture. Ask students about the unit's title. How do they consider themselves complainers? How do they interpret the faces in the drawings? Then, go through the second picture. Where are those people? Who are they? What do their attitudes say? What's going on between the man and the woman? Check and pre-teach unknown vocabulary related to the topic. Make the meaning of the word "complainer" clear. Encourage students to speak freely about complaining experiences they've had. Check if they consider complaining a positive or negative attitude and why.

2- Students can take the online quiz as homework or in class if they can access it via cell phone. If internet service and data show are available, the teacher can open the quiz for the students. They can answer the questions and set their scores for class discussion. Ask students to talk about their scores, if they agree with them, and why. Make a chart on the board with the number of students in each score category to show who complains more or less. What does it say about our personalities or identities? Set a discussion about those different complainers' profiles.

3- "Let's read/Let's learn" sections: (30-35 min.)

a) Before students read the text, ask them about the question proposed in the article's title. What's their opinion about it? Call attention to the information in italics after the title. Do they agree that complaining is a "toxic form of communication"? Why, or why not?

b) For the following two questions, students can work in pairs and tell each other their answers. After this discussion, they can read the article silently. Ask them to underline unknown vocabulary and check their doubts.

c) Before they answer the questions proposed for the text, guide them to the **"Let's learn section."** In pairs**, s**tudents follow the instructions for the activity, inferring the meaning of the marked words in the text.

Answers: f- d- b- a- c- e

d) Students answer the four text interpretation questions in pairs after the vocabulary activity. Encourage them to exchange ideas. Provide support for vocabulary, pronunciation, and spelling. Select some pairs to share their answers.

e) The "Vocabulary alert" activity can be done after the text discussion or as homework if there is enough time. In the first case, students can answer the questions in pairs or individually. If the group is large, the teacher can choose some students to share their answers with the class. The teacher provides monitoring and supports students with the vocabulary they need to answer the questions proposed about the text. In both cases (in class or homework), check their answers, solving problems related to vocabulary, language structure, or pronunciation.

Going further: Tell students to look at the text: "How and Why You Should Stop Complaining."   (https://www.verywellmind.com/how-and-why-stop-complaining-3144882). Based on the text, students can also check with family or friends what their views about complainers are. You can create a forum on Padlet and ask them to post their opinions on the subject.

4- "Let's listen" section: (25-30 minutes)

a) Before playing the video, ask students what they know about the denominations "First World" and "Third World." Explain it has to do with an economic division among countries, categorizing them into "developed countries"— the First World and "underdeveloped countries" —the Third World. Ask them where they think Brazil is inserted.

b) Show students the chart about FWP (First World problems) and "real problems." In pairs, they discuss their difference. Ask them if they could suggest more FWPs and compare them to real problems. Tell students to read the OED definition for the term and ask if it matches what they understood about it.

c) Before playing the video, ask students to read the three questions proposed. Clarify any doubts they have. Play the video twice and let them answer the questions. Check the answers they provide.

d) Students perform the "Class discussion" in groups of four. Each group presents its answers. If class time is short, students can post their answers in a virtual forum such as Padlet, Socrative, or Kialo.

Going further: Jessica Rose's song "Quit complaining" explores the topic. It can be used as an extra-oral comprehension practice. The lyrics can be explored for vocabulary and language structure purposes. Lyrics and video can be accessed [here].

5- "Language Spot" section: (25-30 min.)

a) In pairs, ask students to answer Activity 6. If necessary, play the video again when checking the answers.

Answers:

A: 2-5-3-4-6-1

B: 1-5-4-2-3-6

b) Based on the previous activity, students infer the reported speech structure. Instruct them to compare what people said in a direct speech in "B" and reported speech in "A," observing how the verbal structure changes. Let them try by themselves and check their answers, solving doubts and providing more examples. Use prompts, asking a student: "What have you watched on TV lately?" Write the reply on the board: "I have watched horror movies lately." Reinforce this structure as a direct speech, reproducing the student's exact words. Then, ask another student to report what the other student said using the structure: "He/She said (he/she had watched horror movies")."

Answers:

Present simple	Past simple	Picture # 1, 2, 6
Present continuous	Past continuous	Picture # 3
Present perfect	Past perfect	Picture # 5
Past simple	Past perfect	Picture # 4

Explain that when using the past simple, we can either use the past perfect or the past simple: "I watched a horror movie"- She said *she had* watched a horror movie OR She said she *watched* a horror movie. Comment on the "Attention" spot about using "that" in reported speech. Give students some prompts to practice both forms.

a) In pairs, students do activity 7. the exercises "a" and "b." If time is short, "b" can be done as homework. Either way, check the answers and solve any doubts. Check language structure, vocabulary, and spelling in written responses.

Going further: To practice more on reported speech, Murphy's *English Grammar in Use* (5th ed.- Units 47-48) is a good option. The *LearnEnglish* app (by the British Council) offers suitable activities on the subject (https://learnenglish.britishcouncil.org/grammar/b1-b2-

grammar/reported-speech-1-statements).   Teachers can also create or adapt quizzes and
exercises using Wordwall or Quizizz apps.

6- "Let's talk" section (25-30 min.)

a) Ask students to imagine the following situation: You go to a fast-food chain and order
ten nuggets, two cheeseburgers, and two cokes. When your order comes, you realize
there are only five nuggets, two fishburgers, and orange juice. What would be your
reaction? Would you be angry at the attendant? Would you explain the situation
calmly? After some students share what they would do, introduce the six expressions
to use when complaining. Provide an example for the first one. You can use pictures
or even a video to clarify the situation. "There seems to be a problem with this
headphone I bought yesterday. Could you help me with that?". Go through the other
sentences, clarifying any doubts on meaning and vocabulary. Then, divide the class
into small groups and ask each to create a situation for one of the expressions to cover
all six. The groups share their answers with the class. Monitor and provide support.

b) Put students in pairs and instruct them on how to do the role-play. Monitor and help
with prompts if necessary. If time is available, choose one or more pairs to perform
their conversation for the class.

Going further: Students can role-play a complaining situation using the Whatsapp audio. One
classmate can perform Customer Service, and another the client. They exchange audio
messages about the problem until its solution, using the expressions learned above. Some
suggestions:

1- You bought something online, and the delivery is very late.

2- The product you purchased is different from the advertised one (e.g., size, color,
shape, functioning).

3- The smartphone delivered to you differs from the model you ordered.

7- "Let's write" section (Divided into two classes. Part 1- a) 15 min., Part 2- b) 20 min.)

a) In class, guide the students on how to write a blog entry. Explain that it is a text created to be posted on an internet blog (a regular record of your thoughts, opinions, or experiences that you put on the internet for other people- *Cambridge Dictionary)*. Show some examples of blog posts on different subjects. The writing assignment topic is the student's complaining experiences, so they must focus on one of them and elaborate on a short text telling this story. They can use the proposed questions as a guide to organizing their writing. Students write their entries as homework.

b) In the following class, students read each other texts and comment on them. Monitor and support their discussion, suggesting ways for improvement.

c) Students rewrite their entries at home according to their classmates' and teachers' feedback if necessary.

Going further: Students can create a blog for the class to post their entries and share the blog address with other students, family, and friends. Another option is to post them on a virtual forum or create an e-book.