

Universidade Federal de Minas Gerais  
Faculdade de Letras  
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## **MATERIAL DIDÁTICO PARA ENSINO DE INGLÊS**

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**You!**

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## INTRODUCTION

When a person decides on which career to follow, it is assumed that much thought has been given to it. After all, choosing your future profession is normally a lifetime decision that involves aspects such as money, passion, skills as well as the idea of success. One may think they will hopefully keep working on the chosen area for a long time, under the perspective of making an informed decision of field in the first attempt. In my case the situation was quite different. My first graduation was in tourism and although I have been studying English since I was nine years old and some of my teachers had already advised me to become an English teacher, the real idea only came up after I lived abroad in 2000, making me change fields completely. I have always been in love with the English language, therefore, the decision of using my graduation knowledge exclusively to prepare more interesting lessons about travel destinations as well as preparing safe trips to myself, was a natural process.

Since I have started teaching English, I could say that for multiple reasons I have developed a special connection with high-stakes tests specially the ones from Cambridge University, therefore, the final work of this specialization course could simply not cover different elements. I believe the idea of recognition after some great effort one has made is, undoubtedly, an outstanding way to end a chapter and move to the next cycle of learning. As it is known, learning a new language is a commonly seen goal in many lists of resolutions from a great number of people around the world, who truly pursue the dream of being able to express themselves through a language that is different from the one they speak in their countries. Whereas in a trip, negotiating a deadline with business partners, or even taking part in simpler interactions such as having a pen friend on web, students are eager to be considered fluent speakers and due to that, improve these interactions or even achieve a better position in their careers.

That said, as for the level of this material, I have chosen the B2 Council of Europe Level, represented in the Cambridge University by the First Certificate in English, the FCE, which is highly accepted in many institutions worldwide, proving that the student who has this qualification can communicate effectively, having the language skills to live and work in an English speaking country, a goal shared for many people as mentioned before. I believe the teacher must bear in mind that offering the students the possibility of preparing them for this sort of exam can truly make a difference in their lives and I can honestly say I feel more motivated to prepare my lessons as I know I am doing my best to help my students get further on the language learning process. As

far as I can see, having a goal transforms the classes in a meaningful way, as the student will feel closer to achieving their objective enabling a better performance and real commitment during and after the lesson. Thus, both units of this work were designed to be used in language institutes as well as in private lessons as these are the sorts of classes in which the students have more chances to practice the speaking skills that are of paramount importance to the exam. Also, they are addressed to young adults and adults, especially those who are already pursuing the dream and goal of having this level of proficiency.

This material is divided in two units, in a way students can have interactions among them and also individually, having communicative experiences which will make them more secure to do all they papers they are supposed to do on the exam. The lessons were carefully planned using authentic material such as texts, audios, videos and images, providing the students with situations that will be as real as possible to what they can face when using the language. As an extra resource, the material called *My English Calendar* comes to expand the possibilities of extra class practices as the student can schedule weekly or monthly self-study activities to be done so that the English language becomes a part of their daily routine, providing them with reading, writing, listening and grammar exercises.

The units have the following sections: Reading, Vocabulary, Speaking, Listening, Writing, Grammar, Practice Time, Speaking Time and Don't Forget to Review. Each unit also includes a teacher's guide with suggestions for planning the lessons, explanation on the activities, key answers and a CD with the digital version of this paper as well as the videos and audios chosen for the listening activities.

I have enjoyed so much planning these lessons that, in fact, I would definitely like to teach! As far as I am concerned, the choice of the theme is of paramount importance to cause impact and make the student interested on what each class has to offer, then this final work includes two independent units: Unit 1, which presents the theme *Wellness*, and Unit 2 that is about *Wanderlust*. The goal was to plan pleasant classes, full of opportunities to raise students' awareness on the topics and motivate them to take part in the activities, as they are familiar with the subject. This material has been prepared for educational purposes only and should not be commercialized without the author's permission. Also, it can only be photocopied or reproduced, partially or as a whole, with the express authorization of the author.

## RATIONALE

*“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”* William Arthur Ward

There certainly are several methodologies, techniques and resources available so as to enable language teachers to plan more fruitful lessons. Reality is not as practical as one could imagine, though. Planning an effective class demands time as well as creativity and research, carefully and well done by most teachers, who must bear in mind that an interesting class will raise students' awareness as well as more concentration and participation. Silvia (2002, p. 02) states that “The use of discourse as an authentic material in language teaching should be carefully planned in order to facilitate learning more effectively. Otherwise, discourse tasks will be considered and done as another subject of English.” Again, teachers play a very important role for multiple reasons. They have the goal of providing an efficient input through the usage of authentic material which is related to the class topic as well as an organized presentation of the structures. Therefore, the communicative skills present in students' productions should reflect a consistent and also informed language choice in terms of grammar and vocabulary, which could be used and also understood in a genuine interaction in life. The English language features the top of the list of the most studied languages in the world, so, the teacher at this matter, is seen as a facilitator, to enable that the information is acknowledged by the student in order to become an efficient and advanced output.

Planning a course book is truly a huge responsibility for teachers in all fields due to the fact that this tool offers an avenue for reflection and personal interpretation to every person that may use it in the future. So how could teachers make the most of these resources? How are the exercises, tests and classroom practices supposed to be tailored? Silvia (2002, p.01) mentions an urgent need for resources that may raise students' awareness of their communicative competence on useful situations, as follows:

As the communicative approach developed in 1980s, a search for more communicative tasks have also increased. (...) For this reason, a wider framework of materials increased the necessity of authentic materials (real discourse).

Great perspectives could be seen on this aspect, as the access to technology is more and more latent, and consequently, access to real language. Students, for instance, could easily watch

TV series, movies and also videos from their tablets, smart TVs, mobile phones, computers and/or other devices, being exposed to the same content native English speakers are currently expected to consume. Similarly, teachers could benefit from the available technology, making regular use of movie trailers, song video clips, news, social networks and other resources in class as an attempt to grab students' attention as well as their interest, as a complement to enable practice of a particular structure or content to be seen in class, such as vocabulary or grammar.

*You!* was designed to favor communication in all abilities of the English Language. This material is aimed at students who are interested in taking the Cambridge FCE exam, which demands a well-planned preparation that will result in proficiency in Council of Europe Level B2. By using the two units of this material the students are expected to develop their communicative skills on the English language being able to perform satisfactorily not only on the exam but also take part in real life situations and interactions.

Teaching English in use could be both challenging and pleasant, as the communication should be focused as a social interaction skill, supplying the students with a vast range of classroom practices which could contemplate the nearest aspects of the natural interactions found in real life. In other words, teachers should be able to present language as it is and provide students with the necessary tools to deliver a great performance in any ability of the language. Silvia (2002, p.10) states that "integrating discourse into language teaching is a powerful tool to expand the learners' real language input and widen their knowledge about meta-language aspects." Teaching English in use is definitely not a simple task and it is yet to be explored in its many levels of social relevance, potentialities and applicability in real life contexts after practiced with enthusiasm and efficiency in class.

The themes of both units were chosen to provide students with different subjects, increasing the possibility of satisfactory vocabulary and grammar acquisition but, on the other hand, the motivation was to discuss topics that are related to pleasure in order to make room for fruitful discussions with the group. *You!* is an invitation to self-discovery, planning and reconnection with your dreams and desires while learning and practicing the English language. Unit 1: *Wellness* was tailored with a special connection to my present moment of yoga practice. The idea of wellness and its many aspects is a subject people have been related to, either because they have been trying to achieve some healthy habits in life or because they see it on the news or even listen to people engaging conversations on the topic. Unit 2: *Wanderlust* was created not only

based on my first graduation, tourism, but also because from my perspective this is a subject most students are interested in. Traveling consists on a frequent motivation to engage studies in a foreign language and also, the topic is extremely pleasant as it makes us remember past experiences as well as plan future ones.

As far as grammar goes, a broad review of many grammatical topics is supposed to be done, as the course plan has been aimed at FCE students. The students are supposed to foster independence in communicating their ideas in all abilities (listening, speaking, reading and writing), relying on a clear grammatical foundation acquired from all the years they have been studying the language. Generally, the mistakes made by students at this level do not cause misunderstanding and they might be the result of minor carelessness attitude rather than lack of grammatical knowledge.

The grammatical topic chosen for the first unit was the difference between The Simple Past Tense and The Present Perfect Tense. In unit 2 students will face the difference of usage between The Simple Present Tense and The Present Continuous which can cause too much doubt among students at this level and the idea was: rather than only present directly the rule to the students, they would be exposed to examples and infer the rule inductively, that means: “knowledge of grammatical rules should be acquired through exposure to samples of speech that present a particular construction. Students are to elicit the rule from the given input and subconsciously learn it by recognizing the reoccurring patterns.” ([ANGIELSKI, 2015]) By doing this, students are expected to acquire the structures and later, when they come across the structure, the input they have received enables them to comprehend the structure they are seeing.

Another ability that was presented on this part of the work was the writing. Students were asked in unit 1 to write an email based on the theme of the unit, and in unit 2, they are expected to write a postcard, as the theme of all lessons is connected to trips. In both units they have to be aware of the genre requested through an example as well as be reminded not to forget about accurate register, spelling, grammar and punctuation aspects.

The choice of the genres happened due to two factors: the e-mail, because it is one of the most important means of communication used worldwide and the postcard as an attempt to bring back the memories of a real written piece of paper, which might send the message of a more careful and personal reminder to someone. According to Hyland (2002, p.120):

While analysts regard genre as ensuring a degree of inherent rhetorical stability, they also recognize that it implies variability. A single genre can differ in relation to culture, historical period, social community, and communicative setting because users are always aware of their contexts and draw on other texts they are familiar with. (...) Our ability to recognize the resemblance of any text to a genre prototype is thus a consequence of exposure to these genres and our experience of using them in specific contexts.

The writing tasks from *You!* were then, tailored to foster practical examples found in real life context and also, themes which consolidate the topic and language covered in the unit. The tasks were proposed after a discussion on the theme, followed by a correction code for marking students' written work enabling them to work independently on the teacher as well as encouraging them to edit and evaluate their own work before the teacher corrects it.

Most of students pursue the dream of being able to speak English fluently, reason why they frequently enroll at a language course. Richards (2008, p.19) mentions that:

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Therefore, there is an emphasis on communicative language and strategies in *You!* The grammar, vocabulary exercises as well as the skill sections all provide opportunities for speaking practice, which can be done in pairs, groups of three or more students and also, as a whole class discussion. These fluency activities are of paramount importance of this material, and due to that, students should be encouraged to take part in conversations, so they can have practice in natural conversation and provide an opportunity for the teacher to evaluate performance and identify problems as well as interesting models to follow and use.

Each unit also contains a section called *Speaking Time* with specific speaking practice for based on one part of the FCE exam, called collaborative task, in which a problem solving situation is brought to a pair of students who have to choose some options among others based on an initial question. The choice of this activity aimed at bringing an opportunity for students to engage a more meaningful conversation, more similar to real life, enabling a practice time that could make sense to them in terms of future usage. According to McCarten (2007) the mastery of four aspects

of conversation (organizing your own talk, taking account of another speaker, showing listenership and managing the conversation as a whole) can be of great help to students to take part of and manage fluent conversations.

Listening is definitely an ability students have a hard time with when doing high performance tests such as the certification ones. Due to that, it is of paramount importance to bring to class, authentic audio contents they could easily reproduce at home, even if they are not exactly the same. Vocabulary and discussion activities follow the listening tasks, to allow students to understand the content, extend their vocabulary and achieve good performance on the tasks.

The major choice on unit 1 was the use of a TED TALK, which was completely related to the central theme of the lesson as well as the exercises before. According to Brown (2004) the ideal listening task should be cognitively demanding, bring communication to class as well as being authentic. The interaction of speaking practices is a plus and that said, the goal of this unit was to make students comfortable, happy and constantly in the mood for learning. As for unit 2, students will listen to both a video about tourist aspects of Ireland to lead-in to speaking activities and a song from Bruno Mars with the goal to enable them to infer the structures of The Present Continuous Tense.

Also, there are some extra short listening practices that make room for predicting the subject to be used, creating a good mood in class and make students feel good about the practices. In unit 1, for instance, students will be exposed to an audio of a man playing the Indian flute, with the only objective to set the mood for the topic of meditation and yoga practice. After all, the main goal of this material is obviously, to enhance the English language practice, but on the other hand, there is also the goal of making both teacher and students happy, enjoy themselves and enable them to share good moments as well as effective learning.

# Unit 1



# Wellness

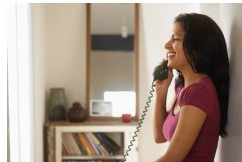


# Unit 1 – Wellness

*“Our bodies are our gardens — our wills are our gardeners.”*  
William Shakespeare

## Speaking

1- Take a look at the pictures below. Which ways of relaxation do you find most effective to you? Is it easy to really unwind these days and give yourself a break? Work with a partner and choose three activities each one prefers doing.



2- The picture below shows Toni Nagy, a blogger, who seems to have found herself more relaxed and in peace by the daily practice of yoga. On the next exercise, you will learn more about the benefits she sees on taking up yoga as well as some changes the meditative practice enabled in her life. Talk to your partner and try to predict some of the eight advantages she mentions on the text.



## Reading

**3**– Now read the article Toni Nagy posted on a blog about yoga and choose which title (A-F) best fits in each paragraph (1-8).

- A**- Helps Me Stay Focused
- B**- Keeps Me Honest
- C**- Connects Me To The Divine
- D**- Makes Me Feel Strong
- E**- Keeps Desires In Check
- F**- Gets Me Out Of My Own Selfish Head
- G**- Reminds Me To Breathe
- H**- Helps Me Deal



Remember

Your attention should be focused to the general idea of the text.

# 8 Reasons Why I Do Yoga



I am a human, much like you, and that means we are consciousness somehow floating inside a meat sack supported by bones. The mind-body duality maintains the same mystery as it did when the ancient philosophers were thinking about thinking, and then thinking about the relationship of those thoughts to the physical form that contains them. Even though we all have minds and bodies, the complexities keep us in a state of wonderment – and this is why I yoga.

Yoga is what provokes me to examine the awe of existence in both the practical world and the esoteric. There are the physical poses that connect you to your body, but that is just 1 of 8 limbs of yoga. As you explore the full spectrum, yoga becomes a life practice and not just an exercise routine.

Here are my 8 reasons why I yoga:

**1.** \_\_\_\_\_

I don't know about you, but the vast majority of my thoughts are about me. If I am hungry, what I should wear tonight, what I did yesterday, what I am going to do tomorrow. Me, me, me. I think about me all the time and it is the root of misery. The more I think about me, the less happy I am. Yoga reminds me to direct that internal obsession to the external needs of others. The more I prioritize helping those around me and caring about the beings on this planet, the more peace I feel inside myself.

**2.** \_\_\_\_\_

Let's face it. The last thing you want to do when hungover and smelling like stale American Spirits is a Downward Dog. A commitment to my practice keeps me away from making unhealthy and self-destructive decisions.

**3.** \_\_\_\_\_

Using my body and improving throughout the years reminds me of how capable I actually am. I don't need someone to help me with my bags, I can move furniture, throw my 35-pound 3 year old in the air, hike mountains, swim across lakes, run far... I don't feel limited by my physical self and that is an empowering

state of being.

4. \_\_\_\_\_

I can't tell you how many times I have almost lost my cool and psychically eviscerated someone who made me mad, but instead took a deep breath and remained calm. The ability to react to aggression with peace has drastically improved my relations with others and decreased my stress. The more I connect to my breath, the clearer I think, and that not only makes me a better person, but also a more patient parent.

5. \_\_\_\_\_

We all have desires that feel dire – when you are like “I need that piece of cake,” or “I must have those yellow suede boots” or “if they don't kiss me right now my face will implode.” Of course in the moment it might seem necessary, but taking a step back to question why you want what you want will remind you that you want a lot less than you think you want.

6. \_\_\_\_\_

In our modern world we are assaulted with distractions. And now that we have smartphones we have portable units that suck us into a vortex of being anywhere but the present. Come to think of it, when was the last time I emptied my bowels while not looking at Facebook? Every day I have to make a conscious decision to avoid the chaos of modern living and genuinely direct my attention to what is happening in front of my face – whether it's work, chores, or spending time with others. I want to be a person who is actually there living it.

7. \_\_\_\_\_

Life can really suck. It can be wonderful and beautiful, but it can also totally blow. That is never going to change. You are going to have bad days, and that is just a part of the human experience. Although we can't control the complications of life, we can control how we deal with and react to these situations. I have been meditating daily now for over 5 years and I have to say it hasn't made my life any easier, but it has made how I cope infinitely better.

8. \_\_\_\_\_

I lost my best friend the same year I started practicing yoga. I was 20 years old and totally devastated by the death of someone who meant so much to me. My mourning was overwhelming and I felt destroyed. The more lost I felt, the more I turned to the teachings of yoga for the answers. It was during those years that I started to feel the eternal nature of love. How even though my friend was no longer tangibly with me, our connection was boundless. This, I think, was the greatest gift of all.

From: <http://www.doyouyoga.com/this-is-why-i-yoga/>



Toni Nagy is a comedy writer, has a blog [www.tonibologna.com](http://www.tonibologna.com), and is the host for a podcast [www.overshareshow.com](http://www.overshareshow.com). She has typed her thoughts for a variety of publications including Huffington Post, Salon, Alternet, Thought Catalog, Hairpin, DoYouYoga, and Elephant Journal. She currently lives in New Hampshire.

**ATTENTION!**

*By this time you should be familiar with all the challenges you will face as an advanced student. One of them is to develop the ability of reading texts and grasping general meaning of the ideas even though you are not familiar with a great number of words. This exact ability was tested on the last exercise and it will be waiting for you at the exam! So, the next exercise will help you check your comprehension of some of these words.*

## Vocabulary

### Shall we see your progress?

4- Match the words (1-8) to the definitions (A-H):

- ( ) 1- Overwhelming
- ( ) 2- Eviscerate
- ( ) 3- Downward Dog
- ( ) 4- Boundless
- ( ) 5- Suede
- ( ) 6- Mourning
- ( ) 7- Hangover
- ( ) 8- Empower



**A-** (v.tr.) To take away a vital or essential part of; weaken, damage, or destroy

**B-** (n.) Leather with a soft napped surface

**C-** (n.) Conventional outward signs of grief for the dead, such as a black armband or black clothes

**D-** (adj.) Suffering from a hangover: A temporary, unpleasant physical condition, typically characterized by headache and nausea, following the consumption of an excessive amount of alcohol.

**E-** (adj.) so great as to render resistance or opposition useless; overpowering

**F-** (v.tr.) To invest with power, especially legal power or official authority

**G-** (adj.) Being without boundaries or limits; unlimited

**H-** (n.) A yoga pose that relieves fatigue and rejuvenates the body

Definitions taken from: <http://www.thefreedictionary.com>

## Speaking

5- In groups of three or four discuss the following questions and then report the final observations to the class:

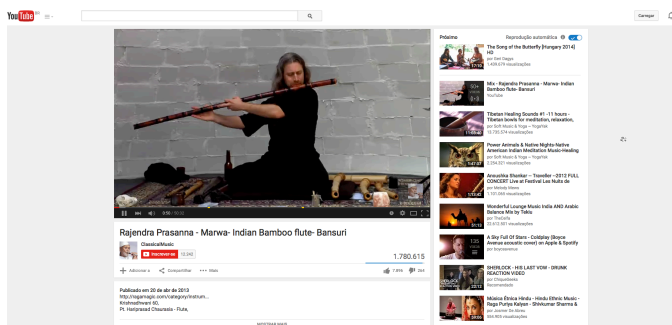
➡ Have you ever had any experience with yoga or meditation? If yes, what was it like? If not, why not?

➡ Which other sorts of practices could enable similar results as the ones noticed by Toni? Have you ever done any of them?

## Listening

6- Let's take a break. Receive this moment as an invitation to connect you to your inner self. Simply close your eyes and listen to the Indian flute sounds taken from a video on YouTube. Try

to remain with your eyes closed and clear thoughts. This experience will last for an exact minute. Be prepared to report to the class how you felt during this practice.



From: <https://www.youtube.com/watch?v=F3lyYz19mEU>

... after practicing...

- ➔ How did you feel during the practice?
- ➔ What was the last time you did absolutely nothing for at least 10 minutes? If yes, how was it? If not, what are the reasons?
- ➔ Do you happen to know anyone who has a very healthy lifestyle, including wellness activities and regular breaks during work time? Tell the group about this person. Is this a common sort of behavior nowadays? Why? Why not?



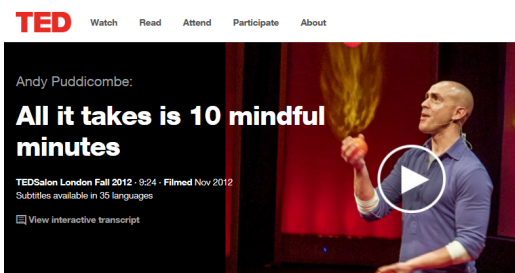
*Did you enjoy the experience?*

More similar songs available on...



- **Buddha Lounge Tibetan Cafe**  
[https://www.youtube.com/watch?v=63\\_ixDqKQhU](https://www.youtube.com/watch?v=63_ixDqKQhU)
- **Buddhist Meditation**  
<https://www.youtube.com/watch?v=HqhLl15GxZE>
- **Native American Indian**  
[https://www.youtube.com/watch?v=0\\_yGEslYa1k](https://www.youtube.com/watch?v=0_yGEslYa1k)
- **Shiva Chants**  
<https://www.youtube.com/watch?v=gqs2nFwtMda>

7- Now you will listen to an extract taken from the TED TALK: All it takes is 10 mindful minutes by Andy Puddicombe. It will be played twice. For questions 1- 10 complete the sentences with the EXACT words you hear. Watch your spelling!



From: [http://www.ted.com/talks/andy\\_puddicombe\\_all\\_it\\_takes\\_is\\_10\\_mindful\\_minutes#t-174437](http://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes#t-174437)

By doing nothing Andy means no emailing, 1- \_\_\_\_\_, no internet, no tv, no chatting, no eating, no reading.

The mind is our most valuable and 2- \_\_\_\_\_ resource.

We count on our minds to be happy, 3- \_\_\_\_\_ and emotionally stable. We also rely on our minds to be focused, creative and 4- \_\_\_\_\_.

We spend too much time 5- \_\_\_\_\_ our cars, our clothes and our hair. The result is that we get stressed.

Our minds run like a 6- \_\_\_\_\_ going round and round, with confusing emotions we don't know how to deal with.

When Andy first went to a meditation class he faced all the 7- \_\_\_\_\_ one can predict, such as the sitting cross-legged on the floor, the incense, the herbal tea and the 8- \_\_\_\_\_.

He also thought that as he has seen in some kung fu movies, he thought he could learn how to 9- \_\_\_\_\_.

Handling with stress can be done in quite different ways such as working hard, turning to friends or family looking for 10- \_\_\_\_\_.

**8-** Andy Puddicombe suggested a 10-minute daily meditation to help ease one's mind. He has also brought the question of the speed of our minds and lifestyle. Listen to the extract again and after discuss the following questions with the group:

➡ Are we really in a hurry? Are our thoughts so confusing most of times? Why?

➡ What changes can we make in our lives in order to enable the sensation of wellness?



## Writing

**9-** Your English-speaking friend, Claudia, has recently had some serious health problems. John is a friend you both have in common and he has written an email to express his support to her. Read John's email and the notes you have made. Then write an email to Claudia, using all your notes. Write your answer in **120-150** words on the next page with grammatically correct sentences, accurate spelling and punctuation as well as an appropriate style for the situation.



In an email to a friend we usually use informal language!

Remember



Do you usually read comic strips? What about comic books?



Who is your favorite character?



What kind of language do we usually see on this kind of text?



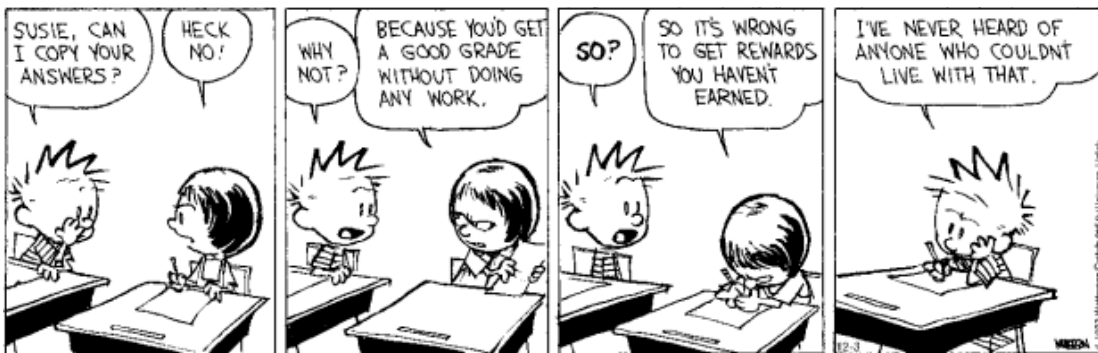
10- Let's practice language? Observe these two comic strips:

The viking and the wise man



From: [http://englishteachermargarita.blogspot.com.br/2011\\_03\\_01\\_archive.html](http://englishteachermargarita.blogspot.com.br/2011_03_01_archive.html)

Calvin and Susan



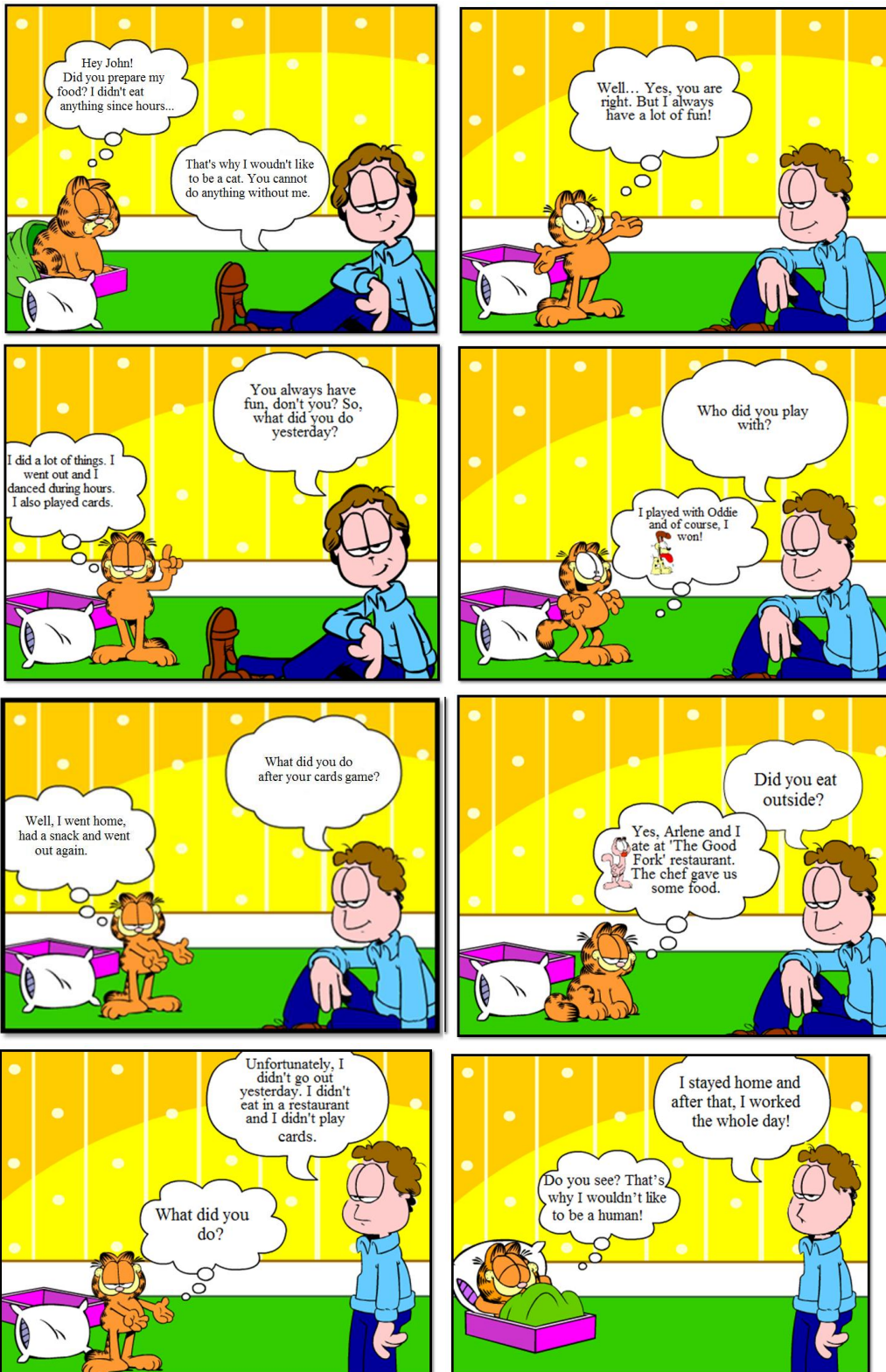
From: [http://zenofzero.blogspot.com.br/2010\\_12\\_01\\_archive.html](http://zenofzero.blogspot.com.br/2010_12_01_archive.html)

1- On the first comic strip the wise man replies the viking with this answer: "I believe I've **discovered** the source of your problem...". Are there any time expressions on this last sentence?

2- Now take a look at the second comic strip. Susan answers Calvin with the sentence: "So it's wrong to get rewards **you haven't earned**." And Calvin completes: "**I've never heard** of anyone who couldn't live with that." Are there any time expressions on both statements?

3- Are there any similar structures on your mother tongue?

- Now observe this third comic strip featuring Garfield and John:



From: <http://vitalcommunity.blogspot.com.br/2012/03/online-comic-strips.html>

4- Are there any time expressions on this dialogue? If yes, can you write an example?

---



The main difference between The Present Perfect Tense and The Simple Past Tense is whether the exact time one action happened is or is not mentioned.

**Remember**

5- The sentences below have all been taken from the texts featured on this unit. Match them to the appropriate verb tense. Write **S** if the sentence is in the Simple Past or **P** if the sentence is in the Present Perfect:

**S** - Simple Past

**P** - Present Perfect

- 1- ( ) Unfortunately, I didn't go out yesterday.
- 2- ( ) I've never heard of anyone who couldn't live with that.
- 3- ( ) Did you eat outside?
- 4- ( ) I have known you for many years.
- 5- ( ) I was 20 years old and totally devastated by the death of someone who meant so much to me.
- 6- ( ) I lost my best friend the same year I started practicing yoga.
- 7- ( ) You have had a tough battle against a disease.
- 8- ( ) So it's wrong to get rewards you haven't earned.
- 9- ( ) I went out and I danced during hours.

6- When can we use The Simple Past Tense and The Present Perfect Tense? Write the names of the verb tenses on the gaps below and after match the verb tenses to the examples. Write **S** for the Simple Past or **P** for the Present Perfect:

- We use \_\_\_\_\_ when we describe a very recent event in the past without any exact time.
- We use \_\_\_\_\_ when we explain a present situation by saying what happened before it. The event happened in the past, but there is a result in the present.
- We use the \_\_\_\_\_ when we talk about true experiences in the past and do not mention an exact time.

- ( ) She has started doing exercises.
- ( ) I've practiced meditation for quite a long time.
- ( ) They have gone to a buddhist temple.

- We use \_\_\_\_\_ to describe finished events in the past.

- ( ) Peter became a vegetarian.
- ( ) I took part in my first yoga class two days ago.

Definitions taken from Language Practice Grammar, Michael Vince, 2010.
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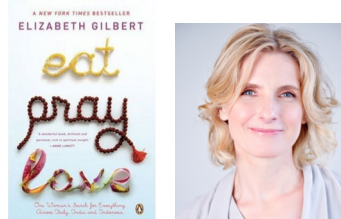


## Practice Time!

How often do you read books?  
What is your favorite book ever?!

What was the last book you have read?  
When did you read it?

Have you read the blockbuster Eat, Pray, Love?



The book tells the real story of the author in an amazing and transformational journey to Italy, India and Bali pursuing pleasure, devotion and finally, love.

You will now have the opportunity to read an adapted interview done by Emma Brockes of THE GUARDIAN with the author of the book, Elizabeth Gilbert. Some parts of the text have been removed which you have to complete with the verbs in brackets. Make sure you use either The Simple Past Tense or The Present Perfect Tense.

## theguardian

Elizabeth Gilbert was 34, burnt out, her marriage in tatters when she left New York to travel the world. Her confessional book, Eat Pray Love, with its happy-ever-after ending, has sold millions. No wonder she says she's a 'favourite of destiny'. Emma Brockes meets her...

# W

hen Elizabeth Gilbert was writing Eat Pray Love, her blockbuster of self-discovery, she

1-\_\_\_\_\_ (reassure) herself. The depression and disintegration that followed the breakdown of her marriage and the year abroad she 2-\_\_\_\_\_ (spend) trying to recover from it, as well as her relations with her ex-husband, sister, parents and boyfriend. There are currently five million copies of Eat Pray Love in circulation, and Gilbert 3-\_\_\_\_\_ (have) to adjust her position, although she is protected, she says, by the fact that the person she was writing then about is "obsolete". When she 4-\_\_\_\_\_ (leave) New York, she 5-\_\_\_\_\_ (be) 34, burnt out, a divorced journalist who couldn't conceive of being happy again. She is nearly 40 now, married and living in New Jersey where she and her husband are thinking of getting chickens and, yes, bees.

There are lots of paths to self-discovery, but most of them don't conflate so many lucrative book markets in one handy volume. Eat Pray Love elides self-help, self-improvement, mysticism and a strain of confessional publishing I once heard described as "women who write about their yeast infections", although the real sell is Gilbert's affability as a travelling companion. In Italy she 6- \_\_\_\_\_ (go) to language classes and 7- \_\_\_\_\_ (flirt) with young men despite her vow to be celibate for the year; in an ashram in India she spiritually purged to get to the "elusive fourth level of human consciousness" while fighting off thoughts about the New York property market; on the beach in Bali she found peace and a new boyfriend.

Gilbert 8- \_\_\_\_\_ (not want) to get married again, but Felipe is Brazilian and there was no other way to get him in the country. After a year of long-distance dating, they 9- \_\_\_\_\_ (move) to Frenchtown and 10- \_\_\_\_\_ (open) a furniture importing business. She 11- \_\_\_\_\_ (just finish) her next book, another memoir that is also "a meditation on marriage". Her second wedding was very different from her first, low key, in normal clothes. "I didn't want this marriage to be based in any sense on an illusion. I 12- \_\_\_\_\_ (do) that. Sanity and clarity are more important for me and I'm willing to give up a lot of shimmer for it. I'm willing to have more boring friends, who are sane." (This might come as news to the sane, boring villagers.) Anyway, she says, she is happy, which is what her readers turned to her in such numbers for in the first place. She smiles her most adorable smile. "It's a very good ending."

<http://www.theguardian.com/lifeandstyle/2009/jan/10/elizabeth-gilbert-books-interview-family>



### Collaborative Task:

One of your best friends has decided to engage in a healthier lifestyle and has asked you and another friend for some opinions on which changes she could do to her life to enable a better quality of life and wellness creating a routine based on good habits.

From the six options shown below, you and your partner have to choose the two best changes this friend should do in her life in order to be a healthier person.



Remember

Make sure you use interaction and argumentative language!



1-



2-



3-



4-



5-



6-

## Useful Language: Sentence Starters

- I see your point, but...
- As far as I can see...
- From my perspective...
- In my opinion...
- Do you agree with that?

## Don't forget to review!

Write here the vocabulary or the grammar structure you would like to discuss further with your teacher!

1 -	_____
2 -	_____
3 -	_____
4 -	_____
5 -	_____
6 -	_____



# Teacher's Guide

## Unit 1 - Wellness



## A word from the author

Dear teacher,

As you know, the students with whom you will be dealing with during this course have had quite a long experience with the English language. It is estimated by Cambridge University that these students have studied English for about 500 - 600 hours. Right now, they are eager to learn more and more as they are planning to take the Cambridge First Certificate in English. They may have already taken the previous exam, the Cambridge Preliminary Test, then it is expected that they have acquired a great range of vocabulary, grammatical structures and generally, they do not make mistakes that can cause misunderstanding.

The expected time to teach unit 1 is by dividing it in three lessons of 50 minutes.

- Lesson 1: questions 1-5;
- Lesson 2: questions 6-9;
- Lesson 3: question 10 + practice time + speaking time;

The expected time to teach unit 2 is by dividing it in three lessons of 50 minutes.

- Lesson 1: questions 1-7;
- Lesson 2: questions 8-12;
- Lesson 3: questions 13-17 + practice time + speaking time;

You actual teaching time will vary according to the needs of your class, your schedule and your preferences.

My suggestion for you is simple! Teach interesting and meaningful lessons. Motivate them during this process, check their progress and communicate! All activities were designed to enable communication among students in different patterns. Have fun! Come to class offering a smile and plan challenging lessons so the students can truly use the structures they have been learning and which will be certainly expected from them on the exam.

Enjoy it!



## General Information Cambridge English: First (FCE)

Before you start teaching your lessons, you may wish to understand well how the FCE exam works. The FCE is an exam from Cambridge University, England, and it is one of the most common exams taken by students from all over the world to test their proficiency on the English language. The exam tests all areas of language ability and is composed by four papers as you can see below:

Paper	Content	Purpose
<b>Reading and Use of English</b> (1 hour 15 minutes)	7 parts/52 questions	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. Tests your use of English with tasks that show how well you can control your grammar and vocabulary.
<b>Writing</b> (1 hour 20 minutes)	2 parts	Requires you to be able to produce two different pieces of writing, such as letters, reports, reviews and essays.
<b>Listening</b> (about 40 minutes)	4 parts/30 questions	Requires you to be able to follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
<b>Speaking</b> (14 minutes per pair of candidates)	4 parts	Tests your ability to communicate effectively in face to face situations. You will take the Speaking test with one or two other candidates.

<http://www.cambridgeenglish.org/exams/first/exam-format/>

# Unit 1 – Wellness

*“A good teacher is like a candle — it consumes itself to light the way for others.”*

Mustafa Kemal Atatürk, translated from Turkish

## Speaking

- PAGE 12

Aims:

- to review language about spare time activities;
- to provide a lead-in to Reading;

### 1- ⌚ **SUGGESTED TIME:** 15 minutes

- \* Write *Spare Time* on the board.
- \* For a warm-up, ask the students *What do you usually do in your spare time?* While they tell you the activities they do, write them on the board.
- \* Then, divide the class into pairs and have students look at the pictures. Ask them to choose the three activities they would rather do in their free time, explaining the reasons to the partner. Advise them to really pay attention to the explanation as well as take some notes, as they are expected to present the partner’s choice to the group afterwards.
- \* Set a limit of no more than six minutes for the pairs to discuss the questions.
- \* Finally, ask each pair to report the answers.



Expected answers from the pictures:

- |                       |                        |                              |
|-----------------------|------------------------|------------------------------|
| - read                | - sleep                | - go to the beach / sunbathe |
| - listen to music     | - cook                 | - hang out with friends      |
| - have a massage      | - surfing the internet | - talk on the phone          |
| - ride a bike / cycle | - watch TV             | - meditate                   |

## 2- ⌚ SUGGESTED TIME: 10 minutes

- \* To prepare the students for the activity, ask Has anyone here ever practiced yoga or meditation?
- If someone says yes, ask them to tell the class how has the experience been.
- If there isn't anyone in class who has practiced one of the activities, ask the whole group to tell you what they imagine when they think about yoga and meditation.
- \* Still in pairs, students will observe the picture and try to predict the eight sentences requested on the exercise.
- \* After pairs have discussed the answers, have volunteers read the answers, the teacher writes them on the board so the group can compare them.



Possible answers #2:

- She lost weight
- She feels calmer, in peace
- She feels more flexible
- She started to enjoy moments of silence
- She changed her diet
- She has been sleeping better
- She feels more patient
- She is more concentrated

## Reading

- PAGES 13 AND 14

Aims:

- to practice skimming, scanning;
- to provide a guided introduction to the Paper 1, parts 2 and 3;



Answers #3:

- 1- F    4- G    7- H
- 2- B    5- E    8- C
- 3- D    6- A

## 3- ⌚ SUGGESTED TIME: 12 minutes

- \* Students now work individually. They should read through titles 1-8, observe key words, and then match them with the paragraphs. Later, they compare their answers in small groups.
- \* Final correction by the teacher on the board.

## Vocabulary

- PAGE 15

Aims:

- to practice working out the meaning of words from context;
- to provide preparation for Paper 3, part 3;

### 4- SUGGESTED TIME: 8 minutes

\* Students should do this exercise in pairs and use a monolingual dictionary to check their answers. The teacher should call their attention to the group of words mentioned before the definition (e.g. verb, noun, adjective). This information might help them decide the pairs of answers.



Answers #4:

1- E	4- G	7- D
2- A	5- B	8- F
3- H	6- C	

## Speaking

- PAGE 15

Aims:

- to provide practice in speaking for Paper 5, part 1;

### 5- SUGGESTED TIME: 5 minutes

\* Use these questions to conduct a brief class discussion on the topic of yoga/meditation. You can personalize the topic specially using the second question, having students expand their vocabulary by giving examples of other activities.

- PAGES 15 - 17

Aims:

- to introduce techniques for completing notes: predicting missing information, listening for specific words;
- to provide practice in listening for Paper 4, part 2;

### 6- ⌚ **SUGGESTED TIME:** 12 minutes

- \* Use this activity as a pre-listening and as a great way to start your class!
- \* Before playing the audio, make sure you create an atmosphere of relaxation by turning the lights off and asking your students to find a very comfortable position.
- \* Then, change the interaction pattern of the class, asking students to sit on the floor forming a circle. Start the discussion of the questions in a very relaxed way so every student feels free to express their opinions. Make sure all of them are engaged in the conversation.

### 7- ⌚ **SUGGESTED TIME:** 14 minutes

- \* Students should work individually to skim through the sentences to find out what the extracted words from the TED TALK are about. Then, advise them to read the ten sentences again, more carefully and try to predict what the missing words are, e.g. a verb, an adjective... Also, encourage your students to highlight the key words in each sentence, telling them that this technique may save quite a useful time during the audio as it helps them to focus on the subject.
- \* Play the recording twice (only the first 4 minutes) and it is always good to remember the students that on the exam they will not play the audio more than this. Last but not least, explain to your students that for this task, the text will follow the same order as the audio.
- \* Feedback answers.



#### **NOTE TO THE TEACHER**

Part 2 of the listening paper is usually a bit frustrating to quite a large number of students due to the considerable accuracy they must have in order to complete the activity. It is recommended that the teacher motivates them before, during and after the activity, suggesting self-study practices they can do in order to improve their performance on the next time.



### Answers #7:

- |                  |                    |
|------------------|--------------------|
| 1- texting       | 6- washing machine |
| 2- precious      | 7- stereotypes     |
| 3- content       | 8- vegetarians     |
| 4- spontaneous   | 9- fly             |
| 5- looking after | 10- support        |

A good idea after feedbacking the answers is providing students with the scripts of the listening. They always feel more secure when they check the answers this way. Ask them to pay close attention to how the sentences are transformed and which word synonyms were used.



## 8- ⌚ SUGGESTED TIME: 18 minutes

- \* Students are going to listen to the TED TALK once more, following it with the scripts. Vocabulary question may happen, so the teacher must be prepared.
- \* **Suggestion:** Do not play the whole listening at once. Divide it in some shorter extracts so you can make sure the students will understand the message and the discussions flow in a fruitful way.

## Writing

- PAGES 17 AND 18

Aims:

- to practice writing an informal e-mail based on a written input;

## 9- ⌚ SUGGESTED TIME: 6 minutes

- \* Before your students look at this exercise, ask them if they regularly write to their friends and family. Also, ask them about their favorite method: e-mail, handwritten letter, text messages... *How is a letter different from an e-mail? How often do they write? What do they usually write about? Are they used to write in English?*
- \* Ask a volunteer to read the e-mail on the exercise to the class and point out the observations they must include on the answer. Solve questions and set this exercise for homework.



### NOTE TO THE TEACHER – Exam information

Students are requested to write from 120-150 words on this part of the exam. Cambridge considers this as the recommended number of words needed to complete the task satisfactorily. By writing fewer words, the student may not provide all necessary information, on the other hand, if they write more, they are likely to make more mistakes as well as include unnecessary information.

## Correction Code

VF = verb form

VT = verb tense

UW = unnecessary word

clear

WO = word order

GR = grammar

SP = spelling

P = punctuation

? = meaning or handwriting not

^ = missing word

## Grammar

- PAGES 19 - 21

Aims:

- to review the Simple Past Tense and The Present Perfect Tense;
- check the structures and language used in the genre comic strips;

**10-** ⌚ **SUGGESTED TIME:** 25 minutes

\* Before doing exercise 10, the teacher should explore the pictures of the characters as well as do a group discussion using the questions suggested. During this moment, make sure all the students take part on the conversation, expressing their opinions and using arguments.

**The exercise:**

- \* Students will be seated in pairs to firstly do questions 1, 2, 3 based on the first comic strip. Tell them they are supposed to discuss the ideas presented and answer the questions together. Monitor their progress and feedback answers on the board.




### NOTE TO THE TEACHER

Grammar generally means difficulty for some students. The idea here is to let them feel the structures, discuss with a partner, remember what they have already learned and, that way, come to conclusion in an inductive way. By doing this, with the teacher working as a facilitator, chances are the structures will be understood in a simpler way by the group.

\* Then, ask students to observe the third comic strip and answer question 4. Teacher corrects it on the board. It's really important that the students discuss the ideas, getting the rules of the tenses in an inductive way.

\* Then, to finally grasp the meaning of the tenses, students do exercises 5 and 6, followed by correction.

 Answers #10:			
1- No, there aren't.	5- 1. ( S )	6. ( S )	6- * Present Perfect ( P )
2- No, there aren't.	2. ( P )	7. ( P )	* Present Perfect ( P )
3- No, there aren't.	3. ( S )	8. ( P )	* Present Perfect ( P )
4- Yes, there is. Yesterday.	4. ( P )	9. ( S )	* Simple Past ( S )
	5. ( S )		( S )

## Practice Time!

- PAGES 22 AND 23


Aims:

- to practice the tenses Simple Past and Present Perfect on an authentic text;

 **SUGGESTED TIME:** 14 minutes

In order to introduce the topic to be discussed, the teacher should use the questions provided on the exercise to perform a warm-up with the whole group. This part of the lesson should not last for more than 5 minutes.

After that, write on the board *Eat, Love, Pray*. Ask the students if they are familiar with this title and if they have read the book. Ask a volunteer to read the instructions of the exercise and allow them 7 minutes to do it in groups of three. Monitor their progress and after, invite students to the board to write the answers.

 Answers			
1- 1.reassured	4. left	7. Flirted	10. opened
2. spent	5. was	8. didn't want	11. has just finished
3. has had	6. went	9. moved	12. have done

---

## Speaking Time!

- PAGES 23 AND 24

Aims:

- to provide preparation for Paper 5, part 3;

🕒 **SUGGESTED TIME:** 11 minutes

Students will be arranged in pairs, spread in the classroom. Make sure you monitor your students to assure they are working together and that they are both giving each other the chance to speak.

---

## Don't forget to review!

This section was designed in order to remind the students to review the content of the unit before moving on to the next one. At this part they are welcome to write one or more subjects they might have not understood and ask you for further explanation. This practice is supposed to create a closer relationship with the class as well as efficiency at the end of the unit, when the students can make questions and ask for a new explanation on a topic, creating a productive and fruitful moment.

# Unit 2



## Wanderlust



# Unit 2 – Travel Destinations

*“Traveling — it leaves you speechless, then turns you into a storyteller.”*  
Ibn Battuta

## Speaking

1- Look at the postcards and discuss the questions:

Have you ever traveled abroad?

What is your dream destination?

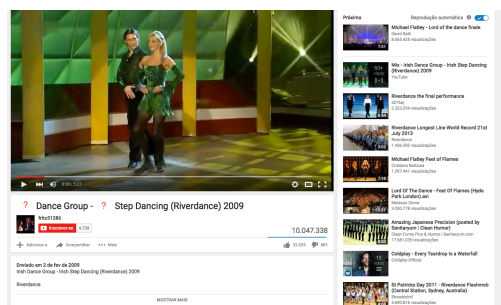


## Listening



2- Do you like dancing? What about watching people dance? Going to typical dancing presentations when visiting a foreign country, especially for the first time, is a common activity tourists include on their travel schedule. Observe the pictures above 1-3 and try to discover the country in which these dances happen.

3- Now watch a video taken from YouTube. It shows a modern presentation of a typical dance from a country, performed in step dancing style. Where is this music and dance from?



<https://www.youtube.com/watch?v=HgGAzBDE45>

➡ What do you think of this presentation? ➡ Would you like to visit this country?

4- You are going to listen to an extract of a video about tourism in Ireland. Take notes of the main points and after answer the questions below:



- 1- Why is Dublin a great weekend destination?
- 2- Why has Dublin been transformed?
- 3- What attractions can you see there?
- 4- Is it an expensive destination?



5- On the video you have just watched, the journalist tries to show some typical places from Dublin that are not frequently seen on tourist's itineraries. Listen to the extract again and after discuss the following questions with the group:

- ➡ Which attractions from the video do you find most attractive?
- ➡ When you travel do you usually plan your daily schedule very carefully or you improvise and live the day in a more free way?
- ➡ Do you generally visit the most common sightseeing spots? Do you plan to live the citizens' routine as well like visiting non-traditional restaurants and attractions?



## Speaking

6- Think of the travel destination you have visited most recently.

➡ Where did you go? ➡ Who traveled with you? ➡ Where did you stay?

7- What sort of destination do you prefer visiting? Which characteristics do you normally look for when planning your next trip?

Bustling

Charming

Romantic

Ancient

Quiet

Historical

Exotic

Touristy

Cosmopolitan



- 8- Read the first paragraph of an article from The New York Times. Can you predict the subject of the text?

## The New York Times

The temperature was easily 90 degrees as Mohamed wrapped my head with a long blue *chech*, the sun protection worn by Moroccan desert nomads. Nearby, camels snorted and moaned while handlers outfitted them with saddles for the imminent journey. Behind us loomed a long two-story dune and an ocean of sand, undulating toward the vanishing point. After a weeklong voyage across southern Morocco, I was about to venture at last into the Sahara, the culmination of a personal two-decade dream.

- 9- You are going to continue reading the adapted newspaper article you started on question 8. Seven sentences have been removed from the text. Choose from sentences (A-H) the one that fits each gap (1-8). There is one extra sentence you do not need to use.

**A-** Mine, a clean white Moorish-modern complex called Kenzi Europa, seemed especially popular with Northern European vacationers who fly into Agadir's international airport on budget airlines and crowd the swimming pools of all-inclusive retreats.

**B-** Here we can often see a lot of foreigners from all over the world.

**C-** In one town I found a strange cinematic world of biblical episodes, Buddhist masters and James Bond villains.

**D-** Suddenly, four hours after leaving Taroudant, the bus was coasting along urban streets lined with shiny new cars, ocher buildings, wrought-iron lampposts and functioning fountains.

**E-** Taroudant felt pleasantly devoid of the luxury sheen and global brands that crowd Marrakesh.

**F-** No threat of sandstorm was visible on the horizon, only a long plateau of rock: Algeria.

**G-** A lively group of Moroccan women with slim leather jackets applauded in between drags on cigarettes and sips of cocktails.

**H-** It can happen over a period of an hour.



Remember

In order to identify which sentences are missing from each part of the text, you need to refer back to the sentence BEFORE the gap, and often AHEAD to the sentence after the gap.

# Morocco, from coast to desert



“There’s no risk of sandstorms?” I asked. “They start in summer, right?” “No, they start around now,” Mohamed said with a grin. Then he walked back into the hotel, leaving me with a teenage guide. After all, this was only

the world’s largest desert, a <sup>1</sup> relentless world of sun and scorching sand some 3.5 million square miles in size, where you might stagger directionless for days or weeks in lethal heat without glimpsing any human or animal life, save perhaps a scorpion. What was the worst that could happen?

The Saharan winds first blew through my life 20 years ago when I was in graduate school. They stirred from the pages of “The Sheltering Sky,” Paul Bowles’s existential 1940s novel of the unraveling lives of three Americans traveling in the North African desert. (...) Last March the moment arrived. Having explored Marrakesh, Fez and Casablanca on <sup>2</sup> previous visits, I headed to the expansive rural south, a region of less human density and vaster perspectives. (...)

From Atlantic shores to Saharan dunes, the seven-day journey turned up towns both fascinating and <sup>3</sup> forlorn, a kaleidoscope of centuries-old souks, dusty colonial-era outposts, livestock markets and luxury restaurants where I tried everything from French foie gras to Moroccan wine. <sup>1</sup>- \_\_\_\_\_. At nearly every stop, I encountered the ghost of Bowles himself.

After landing in Marrakesh, I took a three-hour bus ride to Agadir, a coastal getaway of modest beaches, golf courses and resorts. <sup>2</sup>- \_\_\_\_\_. Knowing Agadir would be my last chance to indulge in the beach, fresh seafood and any semblance of conventional nightlife, I set out for a quick pampering before the privations of the hinterlands. The main drag, Boulevard 20 Août, obliged my first need, leading between slightly <sup>4</sup> dingy white concrete buildings (erected after an earthquake in 1960 decimated the city) to the Atlantic shoreline.(...)

Come nightfall, the city’s marina, a complex of white Spanish-Moorish buildings housing Zara and Mexx boutiques, served up the second stage of pampering at Le Quai restaurant. Sunk in a white leather banquette, I slurped foie gras-topped oysters while listening to two strolling guitarists strumming an Andalusian adaptation of Dave Brubeck’s “Take Five.” <sup>3</sup>- \_\_\_\_\_. The whole scene paired perfectly with Domaine de Sahari, a Moroccan vin gris (a light rosé) whose name evoked the endpoint of my journey.

A morning bus carried me across scraggly plains dotted with skeletal trees and mud-brick shantytowns. Two hours later in Taroudant, I found a maze of narrow lanes lined with low, worn buildings. <sup>5</sup> Veiled women and men in djellabas drifted past the rows of halal butchers, bicycle repair stalls and machine shops. A cacophony of noises resounded: buzzing cheap scooters, honking taxis, clip-clopping horse carts, radios blasting

Moroccan pop. (...) The similarities appeared to end there. **4- \_\_\_\_\_**. No five-star hotel chains, no Club Med, no fashion shoots and no casinos greeted me here. (...)

Beyond Taroudant the landscape became a world of stone, sand and scrub with the **6 jagged** summits of the Atlas Mountains in the distance. Geological curiosities – huge spilled guts, oversized sand-drip sculptures – rushed past. A switchback climbed high ridges and descended into a valley dotted with one-street towns. Then the barren plains resumed. **5- \_\_\_\_\_**. Built by the French colonists in the 1920s as a garrison town, the city of Ouarzazate radiated an orderly European feel. (...) They also draw a more rarefied flock: international film directors. Thanks to these dramatic landscapes, the regions around Ouarzazate have starred in dozens of movies. (...)

This is a legendary location,” he said. “We can benefit from what’s been done before, like that castle built by Ridley Scott. Plus we need horses and a thousand soldiers. All of that is possible here.” Best of all, he said, was the natural light. “It’s incredible,” he said. “ **7 Stunning**. It’s crisp and clear and golden.” Then he turned serious. “The only big enemy here is a potential sandstorm,” he said. “You never know. **6- \_\_\_\_\_**. Nobody can predict it.” With those unsettling words in mind, I rode for eight hours the next day in a nearly empty bus toward my final destination, Merzouga. My fellow travelers included three young Chinese men and a German couple. All of us, it seemed, were inspired by the same fantasy: to reach the end of the road, where asphalt turns to sand.

I fell asleep and woke much later as we cruised alongside a wide riverbed. Night had fallen. The moonlight illuminated not water but dense groves of trees that filled the deep channel, an almost **8 miraculous** bloom of green life. An hour later we finally stopped in the village of Merzouga. (...)



Indeed they were. I woke at dawn to the snorts and shouts of camels and their handlers, just outside the hotel grounds. Beyond them there was only sand. That afternoon, Mohamed tied the chech around my head and helped me and another guest mount our camels. Then he vanished. A teenage boy named Said, dressed in a blue robe, led our two-camel train into the dunes. The desert quickly makes friends of strangers. The other rider, Conor Power, a 24-year-old Irishman, and I filled the quiet with chatter about e-commerce (his field), the Edward Snowden affair, favorite spots in Istanbul, “House of Cards” and, inevitably, emergency desert survival. (...)

Staggering upward, I reached a flat landing after 30 excruciating minutes. I had conquered only half the dune but felt a rush of satisfaction as I panted. Above, the summit’s silhouette cut a shadow against the low-slanting sun. Before me, a panorama of golden desert spread in all directions. **7- \_\_\_\_\_**. No threat of sandstorm was visible on the horizon, only a long plateau of rock: Algeria. “The desert landscape is always at its best in the half-light of dawn or dusk,” Bowles wrote. “The sense of distance lacks: a ridge nearby can be a far-off mountain range, each small detail can take on the importance of a major variant on the countryside’s repetitious theme.” Near nightfall I slid back down to camp. Jagged stars blazed overhead, like a van Gogh painting. An employee in a djellaba approached with a silvery pot. After a week crossing Morocco, my two-decade dream was realized: tea in the Sahara.

<http://www.nytimes.com/2015/02/08/travel/morocco-from-coast-to-desert.html>

## Vocabulary

### Shall we see your progress?

**10-** Match the words (1-8) to their synonyms (A-H). All words were taken from the previous text.

- ( ) 1- Relentless
- ( ) 2- Previous
- ( ) 3- Forlorn
- ( ) 4- Dingy
- ( ) 5- Veiled
- ( ) 6- Jagged
- ( ) 7- Stunning
- ( ) 8- Miraculous

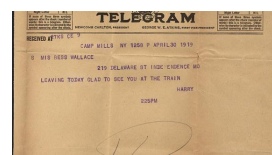
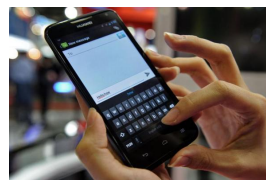
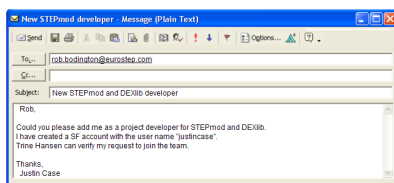
- A- Implacable
- B- Pointed
- C- Disguised
- D- Magical
- E- Miserable
- F- Discolored
- G- Impressive
- H- Preceding

Definitions taken from: <http://www.thefreedictionary.com>



## Speaking

**11-** When you travel, do you usually communicate with other people? If yes, who do you communicate with? Look at the pictures below and choose the means of communication you use.





**12-** Imagine you have recently got married and you are traveling in your honeymoon. Choose which destination you would be in and write a postcard to your best friend telling the news of the trip. Write your answer on the next page with grammatically correct sentences, accurate spelling and punctuation as well as an appropriate style for the situation.



In a postcard  
we only write  
the most  
important  
information.  
Be brief!

Remember

	 
	<hr/> <hr/> <hr/> <hr/>

**13-** How often do you travel? Do you consider it a hobby?

## 14- You will now read a text about a hobby shared by many people: Travelling!



### A hobby: travelling!

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places or just for a change of scene. It's always interesting to

discover new things and different ways of life, to meet different people, to try different food, to listen to different music. It goes without saying that travelling broadens the mind. While travelling we can see and learn a lot of things that we can never learn staying at home and watching TV or reading books.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City residents usually like a quiet holiday by the sea and in the mountains with nothing to do but walk and bathe and lay in the sun. Most travelers and holiday-makers take a camera with them and take pictures of everything that interest them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests, different kinds of trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they had. People travel by train, by plane, by ship or boat and by car. All means of travel have their advantages and disadvantages. And people choose one according to their plans and preferences. The fastest way of travelling - is travelling by plane, but in my opinion the most comfortable is travelling by ship and the cheapest is travelling on foot.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers and see pictures of them on TV. The best way to study geography is to travel and the best way to get to know and understand the people is to meet them in their own homes.

<https://sites.google.com/site/vktgenglish/polikarpova-rimma-nikolaevna/speaking-practice-10-11-forms/a-text-travelling>

➔ What do you see and learn while travelling?



Review

15- Write two sentences about your habits when you are travelling.

---

---

---



## Song

16- Who is this singer? Which of his famous songs do you know? Are you his fan?

➔ Listen to one of his famous hits called Talking to the moon. Complete the gaps.



### Talking to the moon

Bruno Mars

I know you're somewhere out there  
 Somewhere far away  
 I want you back  
 I <sup>1</sup> \_\_\_\_\_ you back  
 My neighbors think I'm crazy  
 But they don't <sup>2</sup> \_\_\_\_\_  
 You're all I have  
 You're all I have  
 At night when the stars  
<sup>3</sup> \_\_\_\_\_ up my room  
 I sit by myself  
 Talking to the moon  
 Tryin' to get to you  
 In hopes you're on  
 The other side  
<sup>4</sup> \_\_\_\_\_ to me too  
 Or am I a fool  
 Who <sup>5</sup> \_\_\_\_\_ alone  
 Talking to the moon  
 Oh  
 I'm feeling like I'm famous  
 The talk of the town  
 They say I've gone mad  
 Yeah I've gone mad  
 But they don't know what I know

'Cause when the sun <sup>6</sup> \_\_\_\_\_ down  
 someone's talking back  
 Yeah they're talking back  
 At night when the stars  
 Light up my room  
 I sit by myself  
 Talking to the moon  
 Tryin' to get to you  
 In hopes you're on  
 The other side  
<sup>7</sup> \_\_\_\_\_ to me too  
 Or am I a fool  
 Who sits alone  
 Talking to the moon  
 (Ah, ah, ah)  
 Do you ever <sup>8</sup> \_\_\_\_\_ me calling?  
 (Ah) oh oh oh  
 (Ah) oh oh oh  
 'Cause every night  
 I'm talking to the moon  
 Still trying to get to you  
 In hopes you're on  
 The other side  
 Talking to me too  
 Or am I a fool  
 Who sits alone  
 Talking to the moon  
 I know you're somewhere out there  
 Somewhere far away



## Practice Time!

17- The sentences below were taken from the text you read about travelling and the song.

- 1- Millions of people all over the world spend their holidays travelling.
- 2- City residents usually like a quiet holiday.
- 3- They're talking back.
- 4- I'm feeling like I'm famous.

1. Which two sentences refer to the habits people may have?

---

---

2. Which two other sentences refer to an action that is happening now?

---

---



Remember

When we describe our habits and routine we use The Simple Present Tense!

When the action is in progress at the moment we use The Present Continuous Tense!



## Speaking Time!

Collaborative Task:

1- What aspects should be considered when a tourist plans a trip? Can you name the three most important factors when one is deciding on a travel destination?

2- Imagine now that you and your partner are travel agents. Analyze these costumers' demands and suggest the best travel destination to them:

1-



**A woman who:**  
 - is 30 years old  
 - is single  
 - is a doctor  
 - loves adventure

2-



**A couple:**  
 - They are 40 and 42 years old  
 - He is an engineer. She is a teacher.  
 - They are looking for a romantic trip.

3-



3

**Two brothers:**  
 - They are 18 and 24 years old  
 - One is a police officer. The other is a nurse.  
 - They want to go to the beach.

## Useful Language: Sentence Starters

- I couldn't agree more
- That is perfectly true
- How do you feel about that?
- On the other hand
- I'm afraid I disagree

Don't forget to review!

Write here the vocabulary or the grammar structure you would like to discuss further with your teacher!

1 - \_\_\_\_\_

2 - \_\_\_\_\_

3 - \_\_\_\_\_

4 - \_\_\_\_\_

5 - \_\_\_\_\_

6 - \_\_\_\_\_



**My English Calendar**  
by Renata Lamas

- C** - Class day
- RV** - Reviewing the previous class + Vocabulary List
- H** - Homework
- E** - Email exercise
- S** - Song of the month + Lyrics Training  
(www.lyricstraining.com)
- MTV** - Movies, TV series, Videos
- W** - Writing of the month
- R** - Reading + Vocabulary List
- G** - Grammar + Notes
- A** - Apps (Duolingo +Memrise + Learning English)
- T** - Ted Talk
- P** - Podcast  
(BBC Learning English)
- M** - Mock Test

Month:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	★	★	★	★	★	★
★	★	★	★	★	★	★
★	★	★	★	★	★	★
★	★	★	★	★	★	★
★	★	★	★			

*My Calendar* is a tool created to help you optimize your self-study practices. You should organize your Calendar as a schedule, personalizing it every month of the year. You are supposed to photocopy one copy per month and write the month, the days and make the most of this resource. On the days, you may only write the abbreviation of the task in order to make room for more than one activity per day if that is the case. Also, you will choose the amount of hours per week or month to dedicate to your studies according to your routine. Try to push yourself to have as many practices as you can but don't push you too hard, otherwise as time goes by you may give up using the Calendar because you exaggerated on the planning.

You definitely don't have to accomplish all the tasks every month. There are many possibilities of studies on the English Language and the best part is... they don't have to be boring at all! So, choose your activities for each month, talk to your teacher for possible suggestions and advices and feel free to add any other practice you might find useful for you.

The topics:

**C – Class Day:** You are going to write the letter “C” on your Class Day. If you have English classes more than once a week, write “C” on all the days.

**RV – Reviewing the previous class:** In order to have a better understanding of the content you learn every class, it is highly recommended that you review the vocabulary, grammar and other aspects of your lesson before going to the next one.

**H – Homework:** Choose a day to do your homework.

**E – E-mail exercise:** Your teacher may want to send extra exercises to complement one specific subject.

**S – Song of the month:** Learning a language using music is very pleasant! You can choose a song you like or ask your teacher for references. The suggestion is that you try to listen to all the lyrics of the song. Repeat the verses until you feel you have accomplished everything you could. Later, compare the words you have got with the official lyrics of the song. You can easily get the lyrics in a trustworthy website from google. After you have checked your work, visit the website [www.lyricstraining.com](http://www.lyricstraining.com) and have fun completing the missing gaps while the songs is being played.

**MTV - Movies, TV series, Videos:** A very important tool to practice your listening skills is watching videos. Schedule as many days as you can to watch TV series, movies or videos to have contact with authentic material and listen to real language.

**W – Writing of the month:** Choose a topic or ask your teacher for a suggestion and do your best to write more frequently.

**R – Reading:** There are many resources available to help you practice your reading skills. You can read books, magazines, newspapers, blogs on the internet... Make sure you change the subject in a regular basis in order to acquire different vocabulary.

**G – Grammar:** Have you considered buying an English grammar book? They are very helpful as they have satisfactory explanation and exercises on many topics you may still find difficult to understand.

**A – Apps:** As technology is really present in everyone's lives nowadays, you might as well use it in your behalf. Search for some apps on your mobile's store and start practicing grammar, pronunciation, vocabulary, listening... in a daily basis!

**T – Ted Talk:** The lectures on ted.com are really interesting as they cover a lot of different subjects, presented by people from all over the world. Not only will you learn about a subject you choose, but also you will have contact with different accents and get used to listen to them.

**P – Podcast:** Podcasts are a really useful tool for those who want to practice the listening skills for the exam as you will only listen to the audio, without images, similarly to the test.

**M - Mock Test:** As you are preparing yourself to take the FCE exam, it is of paramount importance that you do mock tests on a regular basis. Ask your teacher to help you find mock tests on the internet or even photocopy some samples for you.

Enjoy it!



# Teacher's Guide

## Unit 2 – Wanderlust



# Unit 2 – Wanderlust

*“I like a teacher who gives you something to take home to think besides homework.”*

Lily Tomlin

## Speaking

- PAGE 37

Aims:

- to review language about traveling;
- to provide a lead-in to Listening;

### 1 - ⌚ SUGGESTED TIME: 8 minutes

\* Write *Travel Destinations* on the board.

The teacher starts a group discussion in class about travel destinations, which is a familiar subject to most of the students who might have traveled themselves or, at least, dream about having some experiences in the future. This discussion aims at getting student's initial attention to the subject of the topic to be developed in a later practice. Any previous teaching should be done at this point of the class, as it is the warm-up step and also due to the fact that the students are advanced and totally capable of expressing their opinions and arguments in a free way, which will work as a foundation to the following guided exercise.

\* The teacher is supposed to ask students general questions about travel destinations they find interesting or worth visiting someday. It would be a great moment to encourage interaction among them.

\* On a second moment, directing the focus a little more, the teacher asks the students which places they have already been to and they would recommend to someone, as well as the reasons for this. By doing this, the students would be guided to the main activity of the class, in which the main goal is to develop the ability of argumentation.

## Listening

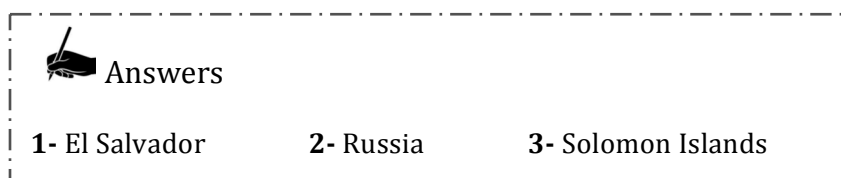
- PAGES 37 AND 38

Aims:

- to introduce techniques for completing notes: predicting missing information, listening for specific words;
- to provide practice in listening for Paper 4, parts 1 and 4;

### 2- ⌚ SUGGESTED TIME: 4 minutes

\* Students will observe the pictures provided on the exercise and answer the introduction questions in a group discussion. After that, they will try to guess where they take place.



### 3- ⌚ SUGGESTED TIME: 5 minutes

\* Students will now watch a video that shows an Irish dancing. They are supposed to guess the country based on the type of music, clothes, dancing style and others. After that, use the two questions given in a group discussion.

### 4- ⌚ SUGGESTED TIME: 12 minutes

Video time:

\* The teacher will then play a video selected from the website VIDEOBOOSTER, which shows some aspects about the tourism and attractions from Dublin, Ireland. Students must be instructed to take notes from the video, as they will be expected to be able to answer some questions in the end of the activity. The questions are concentrated in the beginning of the video so as to provide them an opportunity to practice their listening skills on the part 2 of the FCE exam in which they are expected to understand details about conversations. Remember the students that they will have the chance to listen to the audio twice.

\* Feedback the answers on the board in a group discussion.



## Answers

- 1- Because it's easy to get to and it's a great place for a party.
- 2- Dublin has been transformed due to the economic boom.
- 3- You can see castles, cathedrals, museums, the Guinness brewery and go shopping.
- 4- Yes, it is.

## 5- ⌚ SUGGESTED TIME: 9 minutes

\* Students are going to listen to the video once more. Vocabulary question may happen, so the teacher must be prepared.

\* **Suggestion:** Do not play the whole listening at once. Divide it in some shorter extracts so you can make sure the students will understand the message and the discussions flow in a fruitful way.

## Speaking

- PAGE 38

Aims:

- to present language about traveling: adjectives;
- to provide a lead-in to Reading;

## 6- ⌚ SUGGESTED TIME: 6 minutes

\* You can talk about travel destinations as a class. Students will comment their recent experiences in a group discussion.

## 7- ⌚ SUGGESTED TIME: 6 minutes

\* In pairs, students will comment the adjectives presented on the exercise as the teacher monitors them. Be prepared to solve vocabulary questions at this moment.

## Reading

- PAGES 39 - 41

Aims:

- to practice skimming, scanning, inferring meaning from context;
- to provide a guided instruction in Reading for Paper 1, part 2 (gapped text)

**8-** ⌚ **SUGGESTED TIME:** 6 minutes


\* Students will now read the first paragraph of the article. In a group discussion they will try to predict the subject of the text.

**9-** ⌚ **SUGGESTED TIME:** 20 minutes

\* Students work individually. They should read through sentences A-H highlighting key words (these are usually verbs, nouns and adjectives) and then match them with the relevant paragraph. They then compare their answers in small groups.

\* Ask them which words/expressions in the text helped them identify the answers.

\* Feedback answers on the board.

 Answers	
1- C	5- D
2- A	6- H
3- G	7- F
4- E	

## Vocabulary


- PAGE 42

Aims:

- to practice working out the meaning of words from context;
- to provide preparation for Paper 3, part 1;

**10-** ⌚ **SUGGESTED TIME:** 6 minutes

\* Students should do this exercise in pairs and use a monolingual dictionary to check their answers. The teacher monitors them.

 Answers		
1- A	4- F	7- G
2- H	5- C	8- D
3- E	6- B	

## Speaking

- PAGE 42

Aims:

- to provide a lead-in to Writing;

**11-** ⌚ **SUGGESTED TIME:** 5 minutes

\* Students look at the pictures and discuss the means of communication they use in trips. The teacher can ask questions about the most common gadgets used nowadays and in the past.

## Writing

- PAGE 43

Aims:

- to focus on the elements of the genre: postcards;

**12-** ⌚ **SUGGESTED TIME:** 13 minutes

\* Ask a volunteer to read the instructions on the exercise to the class and point out the observations they must include on the answer. Ask them to think about a destination they would like to write about. Solve questions and set this exercise for homework.

## Grammar

- PAGES 43-46

Aims:

- to review the Simple Present Tense;

### 13- ⌚ SUGGESTED TIME: 5 minutes

- \* The teacher does a group discussion with the class using the questions of the book.

### 14- ⌚ SUGGESTED TIME: 9 minutes

\* Students read the text individually and after answer the question on the book comparing their daily routine to the routine of Maren. The teacher can ask some students to explain their answer to the group.

### 15- ⌚ SUGGESTED TIME: 3 minutes

\* Individually, students work on the examples that bring the complement of the time expressions. Any explanation should be done at this moment as students are led to compare and feel the differences between two verb tenses: The Simple Present Tense and The Present Continuous.

### 16- ⌚ SUGGESTED TIME: 15 minutes

\* The activity starts bringing the picture of the singer, Bruno Mars, who is from Hawaii and has many worldwide famous songs as: Just the way you are, Grenade, It will rain, The lazy song...

\* Students will then listen to the song twice and try to complete the gaps. Remind them that the gaps can only be completed with verbs.



#### Answers

- |               |            |            |
|---------------|------------|------------|
| 1- want       | 4- talking | 7- talking |
| 2- understand | 5- sits    | 8- hear    |
| 3- light      | 6- goes    |            |

---

## Practice Time!

### 17- ⌚ SUGGESTED TIME: 6 minutes

\* Students will now choose a pair of sentences in the Simple Present Tense and a pair of sentences in the Present Continuous. Remember them one more time about the differences from the tenses as they can see on the observation written on the same page.

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## Speaking Time!

- PAGES 47

Aims:

- to provide preparation for Paper 5, part 3;

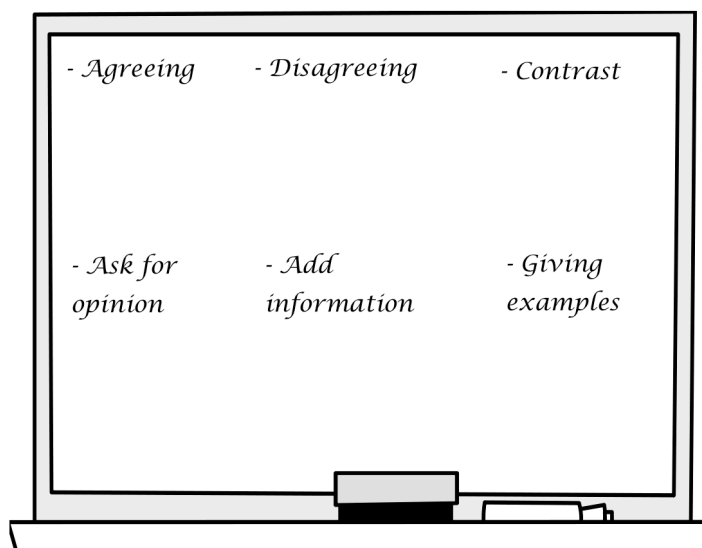
### ⌚ SUGGESTED TIME: 7 minutes

\* The main goal of this activity is to make students feel safe while doing argumentation in tests as well as in many situations in life.

\* Students will be arranged in pairs, spread in the classroom. Make sure you monitor your students to assure they are working together and that they are both giving each other the chance to speak.

\* As a second practice, the teacher will elicit some specific and useful expressions about argumentation from students as a review practice from unit 1. In an advanced level class, it is expected that most of the students are familiar with some of these expressions. However, if the students don't list the most common expressions present in corpus or the teacher feels like complementing the list, he/she is recommended to show them these words, as well as check comprehension and pronunciation.

- The following picture of a board shows the layout that should be done by the teacher at this moment:



\* The expected words would be, as follows:

<i><b>Agreeing</b></i>	<i><b>Disagreeing</b></i>	<i><b>Contrast</b></i>
I couldn't agree more	I see things rather differently myself	However
That's perfectly true	I am afraid I disagree	On the other hand
I entirely agree with...	I beg to differ	On the contrary

<i><b>Ask for opinion</b></i>	<i><b>Add information</b></i>	<i><b>Giving examples</b></i>
How do you feel about that?	In addition to this	For example
Do you agree?	Furthermore	For instance
What are your thoughts on all of this?	Additionally	As an example

\* The students will be in pairs. Each pair will receive three flashcards describing the topic to be discussed. The teacher is going to write the following sentence on the board:

*In your opinion, what would be the best travel destination for...?*

\* Then, on the flashcards, they will be exposed to the same situations of the exercise to discuss with a partner as you can see below:

**A woman who:**

- is 30 years old
- is single
- is a doctor
- loves adventure

**A couple:**

- They are 40 and 42 years old
- He is an engineer. She is a teacher.
- They are looking for a romantic trip.

**Two brothers:**

- They are 18 and 24 years old
- One is a police officer. The other is a nurse.
- They want to go to the beach.

\* The pair is supposed to exchange ideas, argument with each other and come to a final conclusion together, making good use of the expressions provided. The discussion should last for about 15 minutes.

\* **Final group discussion:** At this moment, the class will be disposed in a circle, as create the atmosphere of exchanging ideas. Each pair will present the choices they made to the group. By the end, they have to come up with only one answer for each traveler.

.....

## Don't forget to review!

This section was designed in order to remind the students to review the content of the unit before moving on to the next one. At this part they are welcome to write one or more subjects they might have not understood and ask you for further explanation. This practice is supposed to create a closer relationship with the class as well as efficiency at the end of the unit, when the students can make questions and ask for a new explanation on a topic, creating a productive and fruitful moment.

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