

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**FACULDADE DE LETRAS**  
Programa de Pós-Graduação em Estudos Linguísticos  
Curso de Especialização em Ensino de Língua Inglesa

ADAN PHELIPE CUNHA

**LIFE IN WORDS**  
**Material Didático para o Ensino de Língua Inglesa**

Belo Horizonte  
2020

ADAN PHELIPE CUNHA

**Life in Words**  
**Material Didático para o Ensino de Língua Inglesa**

**Versão final**

Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Prof.<sup>a</sup> Dr.<sup>a</sup> Adriana Maria Tenuta de Azevedo

Belo Horizonte  
2020

C972I Cunha, Adan Phelipe.  
Life in Words [recurso eletrônico] : Material Didático para o Ensino de  
Língua Inglesa / Adan Phelipe Cunha. – 2020.  
1 recurso online (70 f. : il., color.) : pdf.

Orientadora: Adriana Maria Tenuta de Azevedo.  
"Monografia apresentada ao Curso de Pós-Graduação em Ensino de  
Língua Inglesa da Universidade Federal de Minas Gerais".  
Monografia (especialização) – Universidade Federal de Minas Gerais,  
Faculdade de Letras.  
Referências: f. 68-69.  
Exigências do sistema: Adobe Acrobat Reader.

1. Língua inglesa – Estudo e ensino. I. Azevedo, Adriana Maria Tenuta  
de. II. Universidade Federal de Minas Gerais. Faculdade de Letras. III.  
Título.

CDD: 420.7



ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

**Nome do(a) aluno(a):** Adan Phelipe Cunha

Às \_\_11.10\_\_ horas do dia 06 de agosto de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado Life in Words, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Raquel Rossini Martins Cardoso indicou a aprovação do(a) candidato(a);

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

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 06 de agosto de 2020.

*Marisa Mendonça Carneiro*

---

*Raquel Rossini Martins Cardoso*

---

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

*Marisa Mendonça Carneiro*  
Profa. Dra. Marisa Mendonça Carneiro  
Coordenadora do Curso de Especialização em Língua Inglesa  
Faculdade de Letras/UFMG

## ACKNOWLEDGEMENTS

We use words to describe our lives. Words may be used as gifts. Words may be used as memories. Words can do lots of things. But we have to admit: sometimes it is very difficult to put our feelings into exact words. That said, I will try to thank some people that were particularly important for this project to be done.

Family is a word that makes our hearts smile. For that, I would like to thank my grandparents Senhorinha and Benedito, for all the support they gave me throughout my entire life. Even though they could not receive as much formal education during their earlier years, they have always shown me the importance of studying. Besides, they have always felt so proud I could “twist my tongue” to get across with people who did not speak Portuguese. Maybe that was the reason I became a linguist eventually. So, I believe they are very happy for this final paper. I would like to thank my parents, Antonio (who is not here with us anymore) and Gislene (Nene or mom), who love me unconditionally. And a special thank you for all my siblings, Gabriel, Juninho, Arthur, Ana Clara and Brian, who might have thought sometimes I study too much, but always told me I am a good elder brother.

Teacher and professor are words that inspire. These two words have made me look up to so many different people in front of me, luckily so many times. People who were always willing to share their knowledge with us, making us grow better, making us less naïve and, in a way, a bit more enlightened. Without education, many words are just words. First, I do need to thank every and each English teacher I had throughout life: they taught me the first words in this language I now use too, especially to make ends meet.

Friend is a word that makes our lives more meaningful. Student is the word that motivates me. I am very thankful for all and each of you, too. A special thank you for all the good friends I made during the classes at UFMG. Belo Horizonte, not only your name is special, what a great city with many beautiful words.

## ABSTRACT

**LIFE IN WORDS** is a didactic material for teaching the English language aimed at teenagers and adults, to be used in the context of language-teaching institutes. The focus of the project is to develop different communicative and critical skills for low-intermediate to intermediate students. This textbook is divided into two main units: Unit 1, **Cleaning**, a discussion about hygiene and cleaning habits leads students to develop productive and active skills regarding information that can make them reflect about very incorporated habits; Unit 2, **Overplanning**, uses a positive skill – planning – and its negative twin – overplanning – to help students to start planning their tasks a little better, without overplanning and getting frustrated.

Each of these units have been structured into seven main thematic domains: (1) *First words*, the lead-in moment aimed at activating students' overall knowledge about the subsequent topics; (2) *Words in Print*, focused on developing reading skills and lexical acquisition; (3) *Word of Mouth*, the speaking main section, with different patterns of interaction; (4) *Word for Language*, the grammar-oriented section; (5) *Listen to the Words*, focused on developing listening skills and lexical acquisition; (6) *In Other Words*, the main writing section through process-writing techniques; (7) *Playing with Words*, which leads students to develop their metalinguistic abilities.

Teachers are invited to follow some content-based instruction principles, as summarized by Richards & Rodgers (2001 [1986]: 207-216): (i) people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself; (ii) content-based instruction better reflects learners' needs for learning a second language. We adhere to these principles because we also support that language is text- and discourse based, language is purposeful and language use draws on integrated learning.

**Keywords:** English language teaching. Content-based language teaching. Critical language teaching.

## RESUMO

**LIFE IN WORDS** é um material didático para o ensino da língua inglesa voltado para adolescentes e adultos, para ser utilizado no contexto de institutos de ensino de idiomas. O foco do projeto é desenvolver diferentes habilidades comunicativas e críticas para alunos de nível pré-intermediário a intermediário. Este livro didático está dividido em duas unidades principais: unidade 1, **Cleaning**, uma discussão sobre hábitos de higiene e limpeza que leva os alunos a desenvolverem habilidades ativas e produtivas com informações que os façam refletir sobre hábitos já muito incorporados; unidade 2, **Overplanning**, que usa uma habilidade positiva – planejamento – e seu par negativo – superplanejamento – para ajudar os alunos a começarem a planejar suas tarefas um pouco melhor, sem planejar demais e ficarem frustrados.

Cada uma dessas unidades foi estruturada em sete domínios temáticos principais: (1) *First words*, momento introdutório que visa ativar o conhecimento geral dos alunos sobre os tópicos subsequentes; (2) *Words in Print*, focado no desenvolvimento de habilidades de leitura e aquisição lexical; (3) *Word of Mouth*, a seção principal de fala, com diferentes padrões de interação; (4) *Word for Language*, a seção gramatical; (5) *Listen to the Words*, com foco no desenvolvimento da escuta e aquisição lexical; (6) *In Other Words*, seção principal de redação por meio de técnicas de redação processual; (7) *Playing with Words*, que leva o aluno a desenvolver suas habilidades metalinguísticas.

Os professores são convidados a seguir alguns princípios do “Ensino baseado em conteúdo”, conforme resumidos por Richards & Rodgers (2001 [1986]: 207-216): (i) as pessoas aprendem uma segunda língua com mais sucesso quando usam a língua como um meio de adquirir informações, e não como um fim em si mesmo; (ii) a instrução baseada em conteúdos reflete melhor as necessidades dos alunos para aprender uma segunda língua. Aderimos a esses princípios porque também concordamos que a linguagem é baseada em texto e discurso, a linguagem é proposital e o uso da linguagem se baseia na aprendizagem integrada.

**Palavras-chave:** Ensino de língua inglesa. Ensino de línguas baseado em conteúdo. Ensino crítico de línguas.

## LIST OF IMAGES

<b>IMAGE</b>	<b>SOURCE</b>	<b>PAGE</b>
<b>Image 1</b>	<a href="https://br.pinterest.com/pin/193936327687976681/">https://br.pinterest.com/pin/193936327687976681/</a>	12
<b>Image 2</b>	<a href="https://www.everydayhealth.com/cold-and-flu-pictures/10-hot-spots-for-germs.aspx">https://www.everydayhealth.com/cold-and-flu-pictures/10-hot-spots-for-germs.aspx</a>	12
<b>Image 3</b>	<a href="http://sims4updates.net/clothing/dirty-ripped-t-shirt-and-shorts-at-alial-sim/">http://sims4updates.net/clothing/dirty-ripped-t-shirt-and-shorts-at-alial-sim/</a>	12
<b>Image 4</b>	<a href="https://www.alamy.com/housekeeping-cleaning-cartoon-image246389379.html">https://www.alamy.com/housekeeping-cleaning-cartoon-image246389379.html</a>	12
<b>Image 5</b>	<a href="https://dictionary.cambridge.org/us/dictionary/english/hygiene">https://dictionary.cambridge.org/us/dictionary/english/hygiene</a>	14
<b>Image 6</b>	<a href="https://www.merriam-webster.com/dictionary/hygiene">https://www.merriam-webster.com/dictionary/hygiene</a>	14
<b>Image 7</b>	<a href="https://br.pinterest.com/pin/408209153709983887/">https://br.pinterest.com/pin/408209153709983887/</a>	15
<b>Image 8</b>	<a href="https://www.businessinsider.com/perfect-hygiene-with-science-2016-9?r=UK#9-how-often-should-i-change-my-razors-9">https://www.businessinsider.com/perfect-hygiene-with-science-2016-9?r=UK#9-how-often-should-i-change-my-razors-9</a>	17
<b>Image 9</b>	<a href="https://www.businessinsider.com/perfect-hygiene-with-science-2016-9?r=UK#9-how-often-should-i-change-my-razors-9">https://www.businessinsider.com/perfect-hygiene-with-science-2016-9?r=UK#9-how-often-should-i-change-my-razors-9</a>	20
<b>Image 10</b>	<a href="https://br.pinterest.com/kandiebug133/messy-bedrooms-like-mine/">https://br.pinterest.com/kandiebug133/messy-bedrooms-like-mine/</a>	22
<b>Image 11</b>	<a href="https://embracedentalhygiene.com/tag/clean-teeth/">https://embracedentalhygiene.com/tag/clean-teeth/</a>	24
<b>Image 12</b>	<a href="https://www.youtube.com/watch?v=oKaNIV45bB8">https://www.youtube.com/watch?v=oKaNIV45bB8</a>	24
<b>Image 13</b>	<a href="https://www.youtube.com/watch?v=oKaNIV45bB8">https://www.youtube.com/watch?v=oKaNIV45bB8</a>	24
<b>Image 14</b>	<a href="https://www.canstockphoto.com/cartoon-open-mouth-and-white-health-28619821.html">https://www.canstockphoto.com/cartoon-open-mouth-and-white-health-28619821.html</a>	25
<b>Image 15</b>	<a href="https://www.backyardcamp.ca/activities/simon-says">https://www.backyardcamp.ca/activities/simon-says</a>	27
<b>Image 16</b>	<a href="https://www.verywellhealth.com/how-to-wash-your-hands-770729">https://www.verywellhealth.com/how-to-wash-your-hands-770729</a>	28
<b>Image 17</b>	<a href="https://blog.mission-health.org/2018/10/14/clean-hands-save-lives-handwashing-infographic/">https://blog.mission-health.org/2018/10/14/clean-hands-save-lives-handwashing-infographic/</a>	28
<b>Image 18</b>	<a href="https://wihhs.com/what-is-personal-hygiene/handwashing-words-in-shape-of-hand/">https://wihhs.com/what-is-personal-hygiene/handwashing-words-in-shape-of-hand/</a>	30
<b>Image 19</b>	<a href="https://www.mspnetworks.com/blog/what-happens-during-an-it-assessment">https://www.mspnetworks.com/blog/what-happens-during-an-it-assessment</a>	30
<b>Image 20</b>	<a href="https://www.123rf.com/photo_11529030_plan-word-on-laundry-hook-on-white.html">https://www.123rf.com/photo_11529030_plan-word-on-laundry-hook-on-white.html</a>	31
<b>Image 21</b>	<a href="https://www.investorsinpeople.com/knowledge/employee-development-plan/">https://www.investorsinpeople.com/knowledge/employee-development-plan/</a>	31
<b>Image 22</b>	<a href="https://www.investorsinpeople.com/knowledge/employee-development-plan/">https://www.investorsinpeople.com/knowledge/employee-development-plan/</a>	31
<b>Image 23</b>	<a href="https://www.123rf.com/photo_62546818_stock-vector-day-off-words-circle-marked-on-a-calendar-by-a-blue-ballpoint-pen.html">https://www.123rf.com/photo_62546818_stock-vector-day-off-words-circle-marked-on-a-calendar-by-a-blue-ballpoint-pen.html</a>	32
<b>Image 24</b>	<a href="https://blog.weekdone.com/planning-reporting/">https://blog.weekdone.com/planning-reporting/</a>	34
<b>Image 25</b>	<a href="https://myexpressionofthoughtsblog.wordpress.com/2018/02/12/all-that-glitters-is-not-gold/">https://myexpressionofthoughtsblog.wordpress.com/2018/02/12/all-that-glitters-is-not-gold/</a>	36
<b>Image 26</b>	<a href="https://br.pinterest.com/pin/537898749243747948/">https://br.pinterest.com/pin/537898749243747948/</a>	39
<b>Image 27</b>	<a href="https://www.youtube.com/watch?v=RdYEkZL9KPM">https://www.youtube.com/watch?v=RdYEkZL9KPM</a>	40
<b>Image 28</b>	<a href="https://www.dreamstime.com/illustration/colorful-saturday.html">https://www.dreamstime.com/illustration/colorful-saturday.html</a>	40
<b>Image 29</b>	<a href="https://www.canva.com/templates/EADanlkoPJ4-cream-colorful-mexican-party-invitation/">https://www.canva.com/templates/EADanlkoPJ4-cream-colorful-mexican-party-invitation/</a>	46
<b>Image 30</b>	<a href="https://www.thespruce.com/how-to-write-party-invitations-1196728">https://www.thespruce.com/how-to-write-party-invitations-1196728</a>	46
<b>Image 31</b>	<a href="https://www.sgvtribune.com/2019/03/28/why-i-dont-want-a-birthday-party-on-my-50th/">https://www.sgvtribune.com/2019/03/28/why-i-dont-want-a-birthday-party-on-my-50th/</a>	46
<b>Image 32</b>	<a href="https://www.pinterest.ch/pin/509399407847103242/">https://www.pinterest.ch/pin/509399407847103242/</a>	47
<b>Image 33</b>	<a href="https://godtv.com/the-power-of-our-words-2/">https://godtv.com/the-power-of-our-words-2/</a>	49

## TABLE OF CONTENTS

1. Introduction.....	09
2. Book cover .....	11
Unit 1.....	12
Unit 2 .....	31
3. Teacher’s Guide Introduction.....	50
Teacher’s Guide Unit 1 .....	51
Teacher’s Guide Unit 2 .....	59
4. Rationale .....	68
References .....	74

## INTRODUCTION

As we use words to interact with each other, **LIFE IN WORDS**, is aimed at teenagers and adults, to be used in the context of language-teaching institutes. The focus of the project is to develop different communicative and critical skills for low-intermediate to intermediate students.

In Unit 1, our pretext was to use the discussion about hygiene and cleaning habits to lead students to develop productive and active skills regarding information that can make them reflect about very incorporated habits. We tend to talk about these issues more during infancy, and the problem of not revisiting these topics – supposedly in the name of politeness – is that we do not question if we are really taking care of our bodies and living spaces the way we should.

In Unit 2, our intention was to use a positive skill – planning – and its negative twin – overplanning – to present students to some discussion that could help them start planning their tasks a little better, without overplanning and getting frustrated. We also intended to have students make use of a text extracted from a corporative blog, as this text resembles a “do-it-yourself guide” to good planning, but at the end, it is sponsored content, which its ultimate intention that we could imagine: selling products we sometimes forget to question if we really need. As beforementioned, we, teachers, are not the ones to answer those questions neither to nor for our students, but certainly, we could be the ones who may bring those questions to the table.

Each of these units have been structured into some thematic domains, in order to accomplish the mission of developing basic productive and receptive communicative skills. We have then structured each unit into seven main domains: (1) *First words*, the lead-in moment aimed at activating students frames, mind-maps and overall knowledge about the subsequent topics; (2) *Words in Print*, focused on developing different reading skills along with lexical acquisition, too; (3) *Word of Mouth*, the speaking main section, in which students are required to produce oral interactions through different patterns of interaction; (4) *Word for Language*, a grammar-oriented section, trying to maintain the study of structures, functions and meaning altogether as it happens in everyday language; (5) *Listen to the Words*, focused on developing different listening skills along with lexical acquisition, too; (6) *In Other Words*, the main writing section, in which students are invited to produce written texts from different contexts and premises, through process-writing techniques; (7) *Playing with Words*, a playful moment to

lead students to develop their metalinguistic abilities, in terms of the ability to reflect upon language, not necessarily just labelling linguistic phenomena, but always playing to build new meanings with a fixed language material.

Adaptations to the activities are welcome, and teachers may feel free to make amendments to the lessons, according to students' particular needs. We invite teachers, though, to follow some **content-based instruction** principles, synthesized here based on Richards & Rodgers (2001 [1986]: 207-216): (i) *people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself*; (ii) *content-based instruction better reflects learners' needs for learning a second language*. We adhere to these principles because we also support that *language is text- and discourse based, language is purposeful and language use draws on integrated learning*.



**Images:**

[LIFE - <http://themisshappenstances.com/words-of-life/>]

[IN - <https://tribunecontentagency.com/premium-content/lifestyle/>]

[WORDS - <https://www.britishcouncil.org/voices-magazine/ten-ways-learn-new-words-language-learner>]

# UNIT 1 – CLEANING

**Hey, there!**

During this unit, we will:

- Learn words related to *cleaning habits and hygiene*.
- Read a text on how to have *healthy hygiene habits*.
- Discuss the label “*according to Science*” that we find present in many texts.
- Use language to *make recommendations and suggestions*.
- Use language to *give and receive instructions*.
- Present suggestions on *how to organize the bedroom*.
- Listen to instructions on *how to brush our teeth properly*.
- Write a *poster with instructions*.



IMAGE 1



IMAGE 2



IMAGE 3

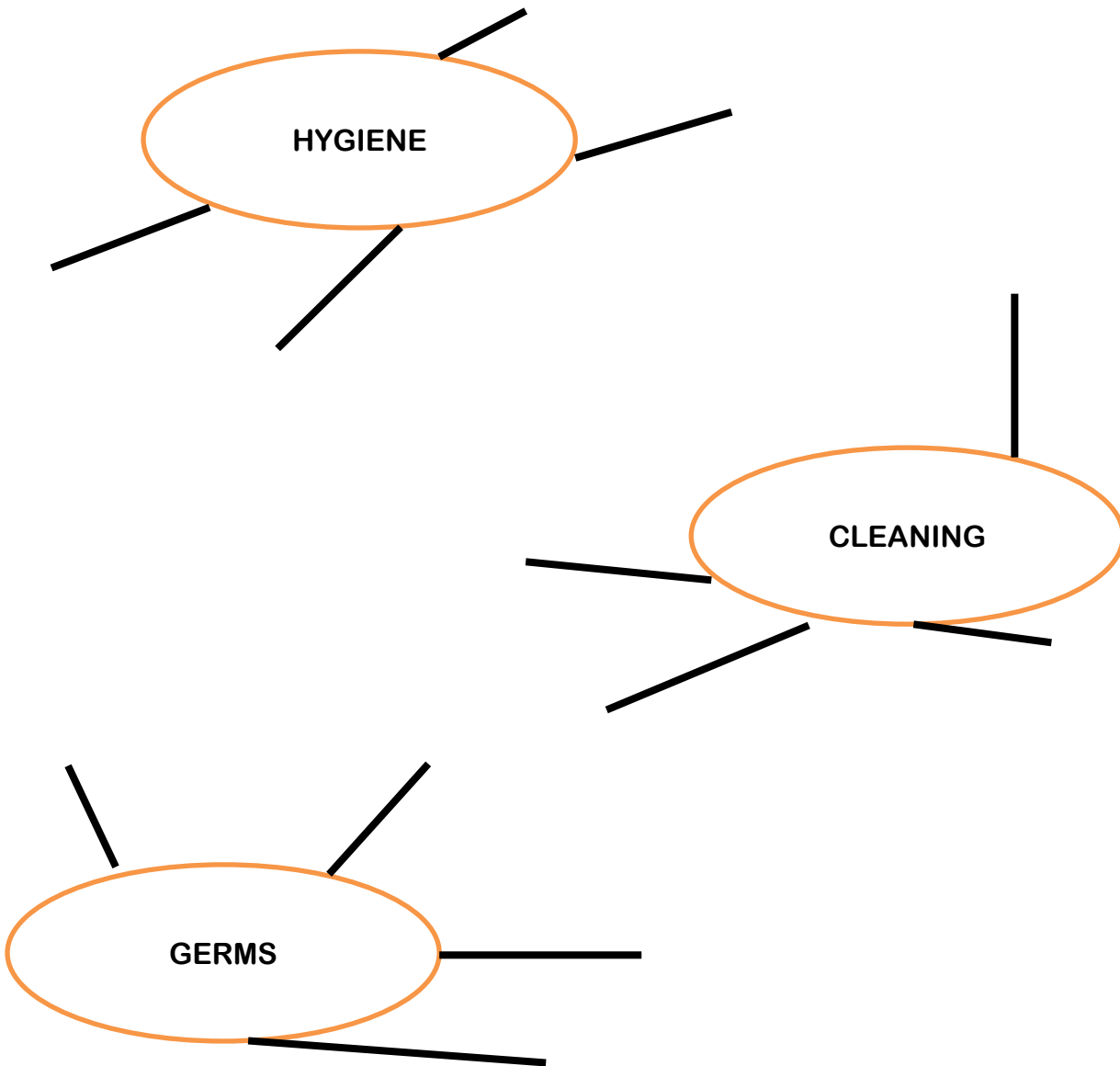


IMAGE 4

# FIRST WORDS

## CLEANING AND HYGIENE

1) Write down at least four words or expressions, around the balloons, that come up to your mind when you think about the words:



2) Discuss the following questions in groups:

- a) What is the relation between 'hygiene', 'cleaning' and 'germs'?
- b) Do you think hygiene habits differ from culture to culture?

3) Take a look at two definitions of **hygiene**, taken from two dictionaries:

I. Read the definitions silently:

### Dictionary 1 – Cambridge Dictionary



## hygiene

noun [ U ] • UK  /ˈhaɪ.dʒiːn/ US  /ˈhaɪ.dʒiːn/

★ **C1** the degree to which people keep themselves or their environment clean, especially to prevent disease:

*Poor standards of hygiene mean that the disease spreads fast.*

*health and hygiene regulations*

*dental/personal hygiene*

#### — Mais exemples

*She is obsessed with personal hygiene and washes constantly.*

*The dentist stressed the need for good oral hygiene.*

*To prevent the spread of harmful bacteria, everyone should understand the basics of good food hygiene.*

*When those boys go to camp, I hate to think what their standards of hygiene are like!*

*The last two centuries have seen enormous improvements in health and hygiene generally.*

[IMAGE 5]

### Dictionary 2 – Merriam-Webster Dictionary



## hygiene noun

hy·giene | \ ˈhī-jēn also hī-ˈjēn  \

### Definition of *hygiene*

1 : a science of the establishment and maintenance of health

2 : conditions or practices (as of cleanliness) conducive to health

// has poor personal *hygiene*

// Brushing your teeth regularly is an important part of good oral *hygiene*.

[IMAGE 6]

II. After reading the definitions, get in pairs. Ask each other:

- How many definitions for hygiene are presented in dictionary 1? How many definitions for hygiene are presented in dictionary 2?
- What are the main differences you noticed in the definitions presented?
- Can we say hygiene is linked to 'health'? Why (not)?
- People generally relate personal hygiene to scientific reasons. How can we relate it to social life too? Are there personal hygiene rules and habits society expect people to follow? If so, can you mention some of them?

## WORDS IN PRINT

### HOW TO HAVE A PERFECT HYGIENE

1) We will read a text about personal hygiene. The image below refers to personal hygiene habits. As you identify what personal hygiene habit the image represents, write its descriptions in the table provided under the picture:



#### HYGIENE HABITS

- Take out the trash
- Flush the toilet
- Wash your hands with soap
- Use the toilet
- Remove dirty from your shoes
- Brush your teeth
- Floss your teeth
- Scrub your arms
- Take a shower
- Rinse your hands
- Dry your hands
- Use clean towels

IMAGE 7

PERSONAL HYGIENE HABITS			

2) Hygiene habits are related to frequency. Fill the chart, pointing out how often you think people should do the actions mentioned below. Justify your option.

*I think people should wash the hair twice a week because we need to save water.*

HOW OFTEN DO YOU THINK PEOPLE SHOULD ...?		
	Your Recommendation	Reason
a. wash the hair		
b. brush teeth		
c. put on deodorant		
d. take shower		
e. floss teeth		
f. use mouthwash		

- 3) Compare your answers in pairs.
- 4) Look at the title of the text below. What is it going to be about?

5) Do you think your answers are going to be similar to the ones provided by the authors? Which ones do you think might differ? Read the text and check your predictions.

## How to have perfect hygiene — according to science

Lydia Ramsey and Samantha Lee Sep. 27, 2016, 10:49 AM

IMAGE 8

When it comes to your daily hygiene routine — from your flossing habits to your nightly shower — you might think you've got everything down pat.

But we're here to shake things up.

Heeding advice from medical associations and professionals, we compiled the optimal ways to keep yourself clean, healthy, and looking sharp.

### 1. How often should I wash my hair?

The short answer? Nobody needs to wash their hair every day. Beyond that, it depends on your skin type: if you have normal or dry skin, once or twice a week should do the trick.

### 2. How often should I brush my teeth?

The American Dental Association recommends you brush twice a day for two minutes, although they don't specify what time of day these brushing should happen. So long as you do a good brushing before bed, you should be set. While you sleep, your mouth salivates less, which can lead to cavities.

### 3. When's the best time to put on antiperspirant or deodorant?

The ideal time is right before you go to sleep. That way, if you're using an antiperspirant, it has time to close your armpit's sweat ducts before they have a chance to get sweating in the morning. Most last at least 24 hours, so no worries about not making it to the end of the workday.

### 4. How often should I shower?

Most of us shower too much. Dermatologists told BuzzFeed that we only need to really shower once every two-to-three days, though that depends on where you live and how often you exercise. As for the morning vs. night debate? That depends on a lot of factors, but if you're prone to oily skin, it might be ideal to shower at night, Greatist reports.

### 5. How often should I floss?

The American Dental Association recommends flossing once a day, but an August 2016 AP report questions that recommendation, showing that the effectiveness of flossing has never been researched. Without that evidence, it's possible that flossing might not be necessary.

### 6. Should I use mouthwash?

According to the UK's National Health Service, using a mouthwash containing fluoride can help prevent tooth decay, but you shouldn't do it right after brushing your teeth. It's a lot more optional than brushing your teeth, and not everyone needs it.

### 7. How often should I cut/clean my nails?

This depends on how long you want your nails, but about once every week or two should do the trick, or whenever they start to get unwieldy. Just be sure when you do it to not leave any jagged edges that can catch and possibly tear the nail.

### 8. How often should I clean my glasses?

According to Optometry Australia, so long as it's "regularly," you should be in good shape. Ideally, regularly means before they get so smudgy that you can't see. And when that happens, whatever you do, don't use your shirt. You don't necessarily need a fancy spray — just dishwashing soap and some water— but be sure to rub it off with a clean cotton cloth.

### 9. How often should I change my razors?

This will depend of course, on the razor, but if it feels like it's pulling on your skin, it's likely getting dull, and it's time to switch. To keep it sharper for longer, be sure to rinse the blades with hot water after using, and let it air dry so it doesn't rust.

**SOURCE:** <https://www.businessinsider.com/perfect-hygiene-with-science-2016-9?r=UK#9-how-often-should-i-change-my-razors-9>

6) Read the text again and fill the table below. After you finish, think whether you agree or disagree with the author. Then, point out if you agree or disagree with the author.

<b>HOW OFTEN SHOULD SOMEONE ... ?</b>		
	<b>Text</b>	<b>Agree/Disagree</b>
a. wash the hair		
b. brush the teeth		
c. put on deodorant		
d. take shower		
e. floss the teeth		

f. use mouthwash		
g. clean glasses		
h. change razors		

7) According to the text, tell if the following statements are (T) true or (F) false

- [ ] Brush your teeth twice a day for two minutes
- [ ] Just rub your glasses off with your T-shirt
- [ ] Never rinse the blades with hot water
- [ ] You don't need to wash your hair everyday
- [ ] If your skin is oily, you should shower twice a week.

8) Read the text again and fill out the image, summarizing the main point, as in the example given.



IMAGE 9

- 9) In groups, discuss:
- Do you agree with the author's point of views, presented in the text?
  - Would you change any of your personal habits?
  - Is there any recommendation you totally disagree? Why?

## WORD OF MOUTH (A)

### Should we agree with everything that reads "according to Science"?

1) The text above claims that you should follow the recommendations given by scientists to have a perfect hygiene. Read the options below and think about them. Then, choose the one that best suits you.

- I should follow all the instructions and change my personal hygiene habits, because the text is scientifically proven to be correct.*

b. *They are good pieces of advice, but I will continue doing things my way, because I don't agree with everything said.*

c. *Some facts are interesting and made me rethink some of my personal opinions. I think scientific arguments are important to make us rethink some choices.*

2) Justify your option. Tell one of your classmates and listen to his/her option too.

3) Go around the class and find someone who had a different opinion. Listen to his/her points. Then, present yours in turn. Take some notes on what your classmate said. Use the box below.

**DIFFERENT OPINION:**

## WORDS FOR LANGUAGE

### Should

1) Go back to the text "How to have a perfect hygiene – according to science". Copy down three examples of sentences containing the verb **should**:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2) Based on the examples you extracted, we can say we use '**should**' to express:

[ ] Recommendations and suggestions

[ ] Orders

[ ] Worries and interests

3) We use **should** followed by another verb. Let's take a look at its pattern:

I. Complete the sentence below with the best option:

**Should/Shouldn't** is followed by another verb in the \_\_\_\_\_.

[ ] base form

[ ] -ing form

[ ] -ed form

II. Pick up one sentence from the text that can confirm the option you marked as the most appropriate and copy it down to the blank.

---

4) Complete the table below:

We can use **SHOULD** + \_\_\_\_\_ form to make

\_\_\_\_\_

- *We \_\_\_\_\_ cut our nails every week.*

With this meaning, \_\_\_\_\_ is similar to "it is recommended that"

- *It is recommended that we \_\_\_\_\_ our nails every week.*

## WORD OF MOUTH (B)

### Neat and Tidy



*Personal hygiene is fundamental for being healthy. It is important to keep yourself clean, but also, the places where we live and stay.*

IMAGE 10

- 1) Get in pairs. Do you like to visit messy places? How would you feel if you had to sleep in a very disorganized and dirty bedroom, such as the one in the picture below?
- 2) Describe the problems you see in the bedroom from the picture.
- 3) You are invited to spend the night at a friend's home. You can sleep over because his/her brother is travelling. He/she asks if you are ok to spend the night in his/her brother's room, even though it is a little disorganized. Then, he/she sends you the picture above, which results to be his/her brother's room. You don't feel very comfortable, but you are too shy to say no, as you really enjoy this friendship. What would you do? Would you come up with an excuse?
- 4) Go online. Find some videos that present some tips for cleaning and organizing bedrooms. Write down some tips you found interesting and useful. You can use the box provided below to register your notes.

**How to keep bedrooms neat and tidy:**

- 5) Instead of giving an excuse, you decided to tell your friend that maybe you should clean the room together. In pairs, make a brief list of things you should and shouldn't do to have the bedroom clean and tidy.

**We should:**

- 
- 
- 
- 

**We shouldn't:**

- 
- 
- 
-

6) If this were your own room, would you receive guests to sleep over in it? Why/why not? Split your arguments into health reasons and social reasons.

**Health reasons:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Social reasons:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7) Prepare a short presentation on the ideas we have just discussed to another group. Here are some suggestions on points you could concentrate on:

- How to organize your bedroom;
- Things we shouldn't do in our bedrooms, to keep it clean;
- Social aspects of having our places clean.
- Any other point you would like to make, about this topic.

## LISTEN TO THE WORDS

### Proper Tooth Brushing



IMAGE 11



IMAGE 13



Proper Tooth Brushing

IMAGE 12

1) Brushing the teeth important. List three negative consequences we might face if we do not brush our teeth often enough.

- i.
- ii.

iii.

2) Do you think you brush your teeth properly? How do you brush it?  
Describe it in four simple steps:

i.

ii.

iii.

iv.

3) Report to one classmate the four simple steps to brush our teeth you wrote down.

4) Label the parts of the mouth with the words given:

[upper teeth]

[insides of the lower teeth]

[tongue]

[roof of the mouth]

[gum line]

[surfaces of the teeth]

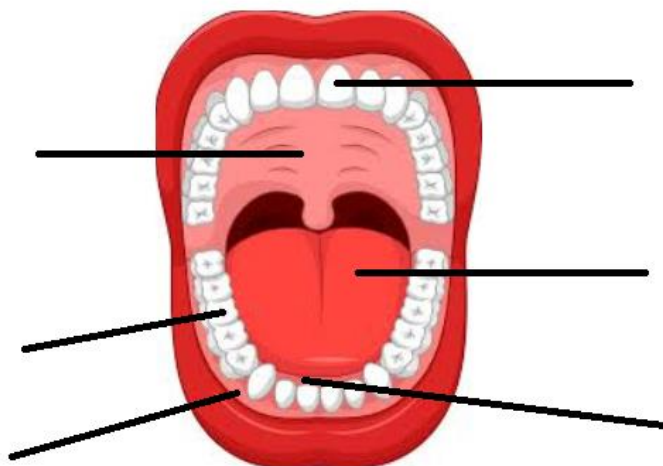


IMAGE 14

5) You are going to listen to an audio describing the proper way to brush your teeth. What are the four main things involved according to the audio?

Link to the video: <https://www.youtube.com/watch?v=oKaNIV45bB8>

6. First, read the words below. Then, listen again and circle the words mentioned in the audio. Finally, reflect if you know the meaning of these words. Use a dictionary or the internet to look up for the meaning of the words you don't know.

water	hard	plastic	plaque	gum line		
periodical	cavity	lacks	past	mingle	bristles	
pressure	back-and-forth	lunch	front	tilt	outsides	
upper	lower	chewing	roof	bacteria	breath	lash

7) Listen again and check the correct option, according to the text

a. We should use a \_\_\_\_\_ toothbrush

( ) hard ( ) soft ( ) medium

b. We should use \_\_\_\_\_ toothpaste

( ) lots of ( ) a medium amount ( ) a pea-sized amount

c. Angle the bristles of the toothbrush at a \_\_\_\_\_ angle with the gum line

( ) 45° ( ) 40° ( ) 90°

d. Move the toothbrush in circular \_\_\_\_\_

( ) moves ( ) shakes ( ) motions

8) Listen to the audio one last time, and summarize the main instructions given to a proper toothbrush.

- 9) Based on the audio, should you change any tooth brushing habits? Discuss it in groups.

## PLAYING WITH WORDS

### Do it! Should you?

- 1) Ask each other in pairs:
  - a. Have you ever heard about the game “Simon says”?
  - b. Did you use to play Simon Says when you were a child?
  - c. How is the game played?
  
- 2) Let’s relax a little and play “Simon says”. To play this game, you should only use only verbs in the imperative form.



IMAGE 15

### ***A Word to Remember...***

The sentences below, extracted from the audio, are in the **imperative form**:

- i. Brush two or three teeth at a time
- ii. Use a pea-sized amount of toothpaste
- iii. Tilt the brush

- 3) Based on the sentences above, from the box, mark the correct alternative:
  - i. The sentences express:
 

<input type="checkbox"/> orders and commands	<input type="checkbox"/> suggestions and recommendations
<input type="checkbox"/> descriptions and events	
  - ii. The verb is used in the:
 

<input type="checkbox"/> base form	<input type="checkbox"/> –ing form	<input type="checkbox"/> –ed form
------------------------------------	------------------------------------	-----------------------------------
  
- 4) Can we use the **Imperative** in the interrogative form? Why/ why not?

- 5) Read the sentences below. In pairs, discuss what is the difference in their meanings.

<b>Brush your teeth!</b>	<b>Don't do it!</b>
You <b>should brush</b> your teeth.	You <b>shouldn't do</b> it.

## IN OTHER WORDS

### Information for the Boards

- 1) Read two posters below. They contain instructions on how to wash your hands properly. Then, mark the best option:

The texts are about:

- ( ) Orders and commands to get something done  
 ( ) Hints and tips on how to do something properly  
 ( ) Descriptions of a sequence of events



IMAGE 16



IMAGE 17

2) Analyze in pairs:

- How are the instructions presented?
- Are the sentences long or short?
- Do the texts contain images?
- Are instructions given step-by-step or at once?
- Is there a clear title to the poster?

3) We are going to make an instructional poster. Think about a hygiene or a cleaning habit. Write your option in the box:

**Instructions:**

- 1.
- 2.
- 3.
- 4.
- 5.

5. Have one classmate correct your instructions, while you correct his/her instructions too.

6. Let's go online. Let's create a poster, using an online tool:

- a. Go to <https://create.piktochart.com/poster>
- b. Choose one template
- c. Write your text there
- d. Decorate your poster according to your text
- e. Print it and bring it to class.



## IMPORTANT WORDS



IMAGE 18

Use this space to register words you learned throughout this unit

## MY FINAL WORDS

VOCABULARY  
GRAMMAR  
SPEAKING  
LISTENING  
READING  
WRITING



IMAGE 19

### UNIT 1 – CLEANING, how much did you learn? Let's think together:

- **VOCABULARY** – *I can use new words learned during this unit:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **GRAMMAR** – *I can make suggestions and recommendations:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **GRAMMAR** – *I can give and receive instructions:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **SPEAKING** – *I can make a point during a discussion:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **SPEAKING** – *I can present ideas to organize a space:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **LISTENING** – *I can understand specific and detailed instructions:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **READING** – *I can read longer texts and find specific information:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL
- **WRITING** – *I can make posters with instructions for boards:*  
[ ] VERY WELL [ ] WELL [ ] NOT SO WELL

## UNIT 2 – OVERPLANNING

### Hey, there!

#### During this unit, we will:

- Learn words related to *making plans*.
- Read a text about *planning and overplanning*.
- Discuss possible uses for “*sponsored content*” texts and the differences between *information and propaganda*.
- Study how *prefixes and suffixes* work to create new words.
- Use language to *organize actions through time*.
- Present suggestions on *how to organize the bedroom*.
- Listen to a person *planning some events*.
- Write a *party planning* and *an email about that party*.



IMAGE 20

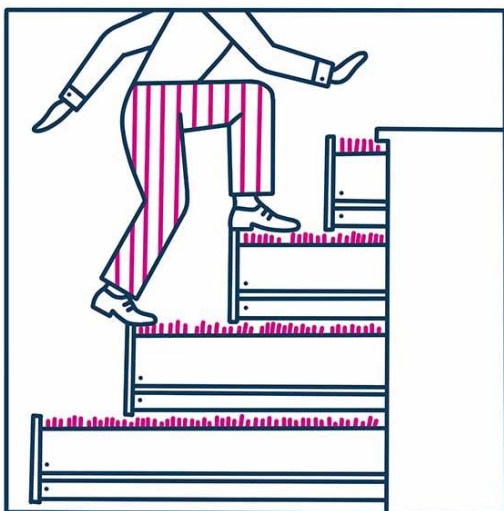


IMAGE 21



IMAGE 22

## FIRST WORDS

### WHAT NEEDS TO BE PLANNED?

1) When we think about **planning**, what are the activities you consider that may need to be planned in advance? Read the list below, and check the options that may suit you:

What needs to be planned?	How often?		
	ALWAYS	SOMETIMES	NEVER
<input type="checkbox"/> a party for someone you really like			
<input type="checkbox"/> the weekly routine			
<input type="checkbox"/> a trip I would like to take			
<input type="checkbox"/> a project at school/work			
<input type="checkbox"/> the way to go somewhere you haven't been before			
<input type="checkbox"/> your month			
<input type="checkbox"/> a visit to someone else's place			
<input type="checkbox"/> what time to wake up every day			

2) Go around the classroom. Compare what you checked. Find two other classmates not sitting next to you. Did you choose different things, or did you agree on almost everything?

3) Imagine the following situation: You will have a day off from school or work tomorrow. But you also have a few tasks you could not finish during the week. Discuss the questions in pairs or small groups.



IMAGE 23

- i. Would you really take the day off or would you try to have fun and finish those unfinished tasks?
- ii. Do you like to plan your days off or do you just live the moment?
- iii. Making plans for a day off makes you feel more prepared or more stressed out? Why?

## WORDS IN PRINT

### THE FINE LINE BETWEEN PLANNING AND OVERPLANNING

1) Have you ever heard the word **overplanning**? If you did not, ask a classmate or your teacher the meaning of this word. Then, in pairs, discuss what the difference between **planning** and **overplanning** is. Write down your insights or notes in the boxes provided below.

<b>Planning</b>	<b>Overplanning</b>
-----------------	---------------------

2) Look at the title of the text below. What is the text going to be about?  
Choose one option:

- (a) The text is about pros and cons of planning and overplanning
- (b) The text tries to differ planning and overplanning
- (c) The text explains why overplanning is better than planning.

3) Match the definitions to the corresponding words, from one dictionary<sup>1</sup>.  
Let's do it in steps:

I. First, look at the nine words in the column **WORD**. Go to the text. Circle the words below when you find them.

II. Now, try to match the word with the definition provided in the column **DEFINITION**, on the right.

*One hint: refer to the text and read the entire sentence where they belong.*

<b>WORD</b>	<b>DEFINITION</b>
a. OVERLOAD	[ ] to continue doing something or making progress in something, with effort or enthusiasm
b. PRAISE	[ ] to cause someone to feel sudden strong emotion
c. TRICK	[ ] in a way that is <u>willful</u> (= intentional, or determined to do as you want)
d. FINE LINE	[ ] used to say that something is less than or equal to but not more than a stated value, number, or level
e. PUSH (STH) FORWARD	[ ] to put too many things in or on something
f. WILLFULLY	[ ] If you say that there is a _____ between one thing and another, you mean that they are very similar
g. OVERWHELM	[ ] things that you say that express your admiration and approval of someone or something
h. UP TO	[ ] an action that is intended to deceive
i. ACHIEVABLE	[ ] A task, ambition that is possible to achieve (=to succeed in finishing)

<sup>1</sup>Adaptation from Cambridge Online Dictionary

4) Read the text. Then answer the questions below.

I. Choose the correct option. What do you think this text is?

- (a) An interview with a specialist in the topic;
- (b) A passage from a self-help book;
- (c) An advertisement of a product/service.

II. Why did you choose this option? Justify your answer, using evidence extracted from the text. In pairs, compare your answers.

---



---



---

III. Where do you think we could find this text?

- (a) In a personal blog
- (b) In a corporative website
- (c) In a book.

5) Go back to the title of the text. Choose the correct option:

- (a) The title differs planning and overplanning
- (b) The title considers planning and overplanning the same concept
- (c) The title considers planning and overplanning fine.



Weekdone

Search

Get started with OKRs for Free

## The fine line between planning and overplanning

 Külli Koort — 3 min read [🔖](#)



Photo by Steve

IMAGE 24

There are so many tricks and suggestions in the web that help You with planning the day, month, year. Every article written praises their 5 to 10 ways to efficient planning. Hell, even we at Weekdone have given You many tips to increase Your [productivity](#) and achieve better [planning](#) skills. The overload of the information has made us think about where is the line between planning and overplanning?

Let's make one thing clear. We do not question the need to plan. Our entire product is basically built up on the logic of [PPP](#) (Progress, Plans, Problems). Therefore, planning is a central part. Making plans is a crucial habit that helps You to push forward Yourself and the team. Plans give direction and guidance towards the vision.

So, where is the fine line? Honest answer: even we are not 100% sure. What we do know is that when the competitors start getting ahead and no innovation occurs – that might be a sign of overplanning. You can not plan everything down to a second and willfully hold on to those plans even if the conditions change. As much as we would like to control all the variables that help on the road to success, we also know it is impossible. The market conditions change, preferences change, people in Your team change and so on. That is why we suggest to add up to 5 items each week to the plans category.

How to avoid overplanning?

- **Know the overall objectives.** Write them down. When You are using Weekdone, then just write them under the company or team objectives. Now, work Your way back to the weekly tasks that need to be done in order to achieve that goal.
- **Keep it simple.** Do not overwhelm Yourself and others with little tasks. Brake the big objective into small tasks that are challenging and achievable today.
- **Act.** Start working and feel the joy of moving the planned items into done list (well, at least Weekdone users can enjoy this feeling). Let's be realistic, there will be times when problems appear but don't let that stop You. Adjust to the situation, let others help You and try again.

If you are not using Weekdone, then try this [weekly reporting](#) tool, it helps You fight the overplanning.

6) According to the text, decide if the following statements are TRUE [T] or FALSE [F]. Mark your option in the spaces provided:

[ ] The author claims there are only 5 to 10 ways for an efficient planning.

- [ ] There is few information available on how to plan things.
- [ ] Planning and overplanning are slightly different things.
- [ ] The author is sure about the differences between planning and overplanning.
- [ ] We should avoid overplanning.
- [ ] Planning things well means keeping them simple.
- [ ] Problems never happen if you plan everything well.

7. What is **Weekdone**? Write your answer below. Use evidence from the text to support your answer.

---



---



---

8. “Hell, even we at Weekdone have given you many tips to increase your productivity and achieve better planning skills?”

What does the word **even** mean in this passage? What about the word **hell**? Why does the author use these expressions? What is the effect in the text? Discuss these questions in pairs or trios. Write your conclusion down at the space provided below.

---



---



---

9. List THREE tips the text gives to avoid overplanning:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. What is the fine line between planning and overplanning, according to the author? Discuss it in pairs or small groups.

## WORD OF MOUTH

### Information or Propaganda?



IMAGE 25

ALL THAT GLITTERS IS  
NOT GOLD

1) Take a look at the picture above. Have you ever heard the expression “**all that glitters is not gold**”? What is the meaning of this expression? Use the image of the brush to explain its meaning. Discuss it in pairs.

2) The text we read shows us some strategies to avoid overplanning. Is it the only aim of the text? Could you identify any other intentions the text might have? Discuss these questions in small groups. Justify your answers.

3) Keep in small groups. Read the set of questions below. Think about your opinions and share them with the other students.

[IN YOUR OPINION]

- i. Do you think the text we read is an informative text or a subtle form of advertisement? Why (not)?
- ii. When companies want to sell a product, do you think they should let reads know it, or can they use other strategies to make their sales?
- iii. What is the intention of the author when she states, in the text: “*well, at least Weekdone users can enjoy this feeling*”?
- iv. Why do you think the author has used this strategy to present **Weekdone**?
- v. Do you think it is ok for companies to use such a strategy to present their products or services?
- vi. Do you think some people might feel disguised reading texts like this?

4) Debate: **What should companies do?**

PREPARATION:

- Your class is going to be split into FOUR groups.
- Each group is going to defend one of the arguments below. Your teacher is going to assign one of those points of view to your group.
- Get together and discuss your assigned point of view. You can go online and find arguments that can support your point as a group.
- After you gathered information that support your point of view, discuss it together. Organize the information in a logical way.
- You are going to present your point of view to the class. Remember your aim is to convince the other groups that your point of view is the most appropriate one.

A. COMPANIES SHOULD NOT USE SPONSORED CONTENT TO DISGUISE CONSUMERS.	B. COMPANIES HAVE THE RIGHT TO ADVERTISE PRODUCTS AS SPONSORED CONTENT.
C. COMPANIES CAN PROMOTE SPONSORED CONTENT AS LONG AS IT IS EXPLICITLY DISCLAIMED TO CONSUMERS.	D. COMPANIES COULD PROMOTE SPONSORED CONTENT IF THEY CAN PROVE WHAT IS SAID WITH SCIENTIFIC EVIDENCE.

PRESENTATION:

- Your group will be given some time to expose your ideas.
- Take notes on the ideas exposed by the other groups.

## DECISION:

- You are going to decide, individually, which presentation convinced you the most.
- Everyone has the right to one vote.
- You cannot vote for your own group. Choose another point of view, presented by the other groups.
- Let's vote. After finishing, we are going to count out the votes and check on who were the most persuasive group.

5) Time for reflection. Can we trust self-help information that comes from potential advertisement? Why (not)? Justify your answer below.

---



---



---

## PLAYING WITH WORDS

### [UN]PREDICT[ABLE]

1) Take a look at the word **PLAN**. Go back to the text and find FOUR words that have the sequence P-L-A-N in their spelling. Copy them down at the spaces below:

2) Take a look at the word **OVER**. Go back to the text and find THREE verbs that have the sequence O-V-E-R in their spelling. Copy them down at the spaces below:

3) Do you remember the game **Hangman**? The game here is a bit like it. But instead of losing points if you say a wrong letter, here you will fight against time.

Try to find out the word below. Your teacher will say how much time you have for it. The winner is the first one to discover the word correctly. Let's see who wins!



4) Go to a dictionary or use the internet. What is the meaning of the following words? Share your findings.

- |            |                 |
|------------|-----------------|
| a) TO PLAN | c) PLANNING     |
| b) A PLAN  | d) OVERPLANNING |

***A Word to Remember...***

The words below, extracted from the text, have a **prefix**:

**overall**  
**overload**  
**overwhelm**  
**everything**

***Remember this Word...***

The words below, extracted from the text, have a **suffix**:

**plans**  
**planning**  
**planned**  
**achievable**

5) Prefix or suffix? Take a look at the boxes above and fill out the missing letters in the spaces below:

- a letter or group of letters added to the beginning of a word to make a new word is a \_ \_ \_ F I X.
- a letter or group of letters added at the end of a word to make a new word is a \_ \_ \_ F I X.

6) Choose the correct response:

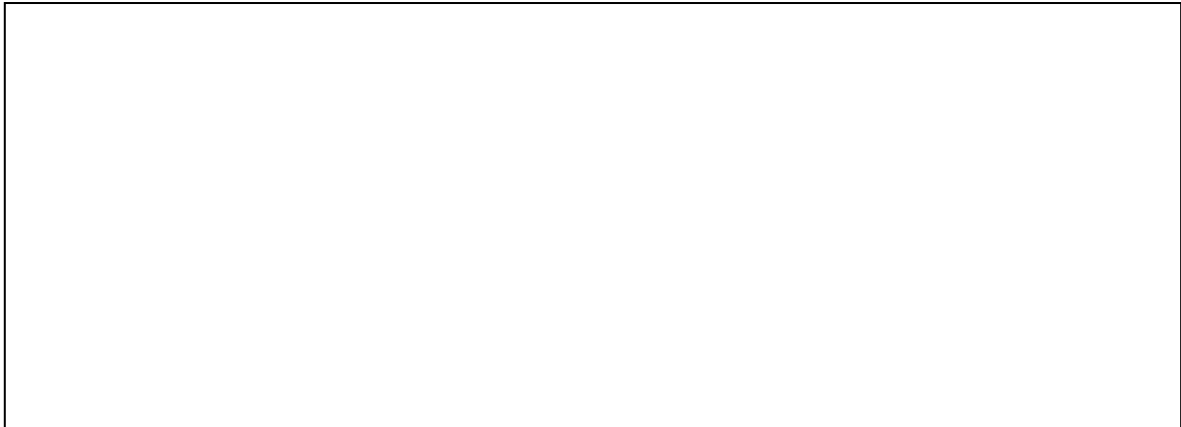
We use prefixes and suffixes to \_\_\_\_\_ the meaning of a word

[ ] CHANGE

[ ] KEEP

[ ] CONTRAST

7) Use the box below to write down other words you read or remembered that have prefixes or suffixes during this unit:



## LISTEN TO THE WORDS

### TALES OF MERE EXISTENCE: SATURDAY



"Saturday" Tales Of Mere Existence

IMAGE 27



IMAGE 28



IMAGE 13

1) Mention THREE things you usually do on Saturdays:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

2) Imagine you won a plane ticket to a very famous world destination. You have also won five days at that destination. Would you rather plan what to do for

each day in advance or would you prefer to just let it go and when you got there you could decide what to do?

- 3) You are going to listen to a text named **Saturday**. Listen to the first part of the audio twice. Number the words according to the order you listen.

Link to the video: <https://www.youtube.com/watch?v=RdYEkZL9KPM>

- |                          |                  |                          |                  |                          |                  |
|--------------------------|------------------|--------------------------|------------------|--------------------------|------------------|
| <input type="checkbox"/> | sat down         | <input type="checkbox"/> | got up           | <input type="checkbox"/> | pay the bills    |
| <input type="checkbox"/> | call my mom      | <input type="checkbox"/> | do the dishes    | <input type="checkbox"/> | dump the garbage |
| <input type="checkbox"/> | wash the laundry | <input type="checkbox"/> | started thinking | <input type="checkbox"/> | clean the shower |

- 4) Now you are going to listen to the whole audio. Read the options below. Then, number the expressions according to the order you listen.

- I was thinking about doing the dishes first.  
 But one of the elements not put into consideration is that  
 But wait a second, wait a second.  
 But then I started to think about it.  
 But actually that's not really thinking things through.  
 I started thinking about what I have to do today.

- 5) Why is the character planning his Saturday? Does he have any special reason to do so?

---



---

- 6) Listen once more. The narrator has some tasks to be done and he keeps changing his mind about what he should do first. Match the action he thinks he could do first to its corresponding justification for changing his mind:

He thought...	But ...
a. He was thinking about doing the dishes first...	<input type="checkbox"/> but he didn't take a shower yet
b. it would be much more time effective to go put in the laundry first	<input type="checkbox"/> but he remembered he would need to go to the laundry twice.
c. He could clean the shower while in it	<input type="checkbox"/> but she talks a lot.
d. He could dump the garbage on his way to the laundry	<input type="checkbox"/> but the laundry is right around the corner.
e. He could pay the bills first	<input type="checkbox"/> but he could dump the garbage on his way out to the laundry.
f. He could call his mom first	<input type="checkbox"/> but if he paid the bills, he could use the mailbox when going to the laundry.

- 7) Check the word you listen according to the text:

- a) "that actually doesn't make any \_\_\_\_\_".  
 difference       sense       order
- b) "it would be much more time \_\_\_\_\_".  
 effective       efficient       especially
- c) "I don't really \_\_\_\_\_ too good".  
 look       see       smell
- d) "I guess that \_\_\_\_\_ my current plans".  
 blows       changes       chooses
- e) "I \_\_\_\_\_ which one I should do first".  
 wander       wonder       think

8) Answer the questions below. Then, share your answers with a partner.

a) Do you think he is planning or overplanning? Why?

---



---



---

b) Could the character stop thinking about what he needed to do? Why/Why not?

---



---



---

c) Could he start doing the tasks he needed to do?

---



---



---

d) Did he enjoy his day? Could he get the things he wanted done? Why/Why not?

---



---



---

9) Have you ever felt like him? Why do you think overplanning is a problem in some situations or for some people?

---



---



---

## WORDS FOR LANGUAGE

### ORGANIZING ACTIONS THROUGH TIME

1) Read the set of sentences below extracted from the audio script.

I. Look at the words in **bold**.

*“I was thinking about doing the dishes **first**, **but then** decided that that actually doesn’t make any sense”.*

*“I should clean the shower in a minute, **and then** bring down the garbage with the laundry”*

*“I’m going to have to go pick up my laundry **after** it’s done, and therefore I may not have time to call my mom because she talks a lot”*

*“so what I could do is pay the bills **first**, **and then** clean the shower **while** I’m in it”*

II. Mark the correct option. The words in **bold** help us:

- ( ) understand the reason he would like to do those things
- ( ) understand the sequence of actions he is mentioning in the text
- ( ) understand the effects of what he would like to do.

III. Now read this sentence extracted from the text we read before

What we do know is that **when** the competitors start getting ahead and no innovation occurs – that might be a sign of overplanning.

IV. Check TRUE or FALSE, according to the sentence above.

The word **when** has the same function in this sentence as the other expressions in **bold** had in the previous examples.

[ ] TRUE

[ ] FALSE

2) Complete the table below with the expressions in **bold** from the sentences above:

We use the words _____, _____, _____, _____, and <b>when</b> to express sequences of actions.
---

3) Choose the option that best suits the sentence:

Words like **first**, **then**, **while**, **finally** are commonly known as “\_\_\_\_\_ words”.

[ ] contrastive

[ ] additive

[ ] sequence

**Note:**

**Sequence words** help us organize the order of information or actions in a text. They help reader/listener understand the sequence of events that are taking place.

4) Read the passage below, extracted from the audio script. Then match the columns:

I was thinking about doing the dishes first, **but then** I decided that that actually doesn't make any sense, because the laundry is right around the corner, and it would be much more time effective to go put in the laundry first, **and then** come back here to do the dishes

a. AND THEN	[ ] indicates a sequence that slightly contradicts what was expected to happen next
b. BUT THEN	[ ] indicates a sequence that goes on as it was expected to happen next.

5) Read the instructions below to make a cup of tea. Then, complete it with the **sequence words** in a logical order:

[FINALLY] [FIRST] [NEXT] [AFTER] [THEN]

<b>HOW TO MAKE A CUP OF TEA</b>	
1. _____	you need to boil some water.
2. _____	you serve the water in a cup.
3. _____	you need to put the teabag in the water.
4. _____	you can add some sugar.
5. _____	you can enjoy your cup of tea.
Source: <a href="https://www.instructables.com/How-to-make-a-proper-cup-of-tea/">https://www.instructables.com/How-to-make-a-proper-cup-of-tea/</a>	

6) Read the examples. Match the words to their meanings:

**When** she called, I was taking shower.  
She called **while** I was taking shower.

a. WHILE	[ ] during the time that something happened
b. WHEN	[ ] at that moment.

7) Match the parts of the sentences in the corresponding columns:

a. I finished doing the dishes	[ ] while I am driving.
b. I don't like people talking to me	[ ] after you told my mom.
c. You should wash your hands first,	[ ] Next, you need to adjust the water temperature.



- ( ) Keep it simple. ( ) Act
- ( ) Know the overall objectives

2) Keep in mind those hints. You are going to plan a birthday party.

I. Take a look at the birthday party invitations below. Choose PARTY A or PARTY B, depending on which you prefer. You can also choose a party of your own choice to plan.

### Party A



IMAGE 29

### Party B



IMAGE 30

**Any other party? Ok!**



IMAGE 31

II. Now, let's figure out what needs to be done and how you are going to do it? You can check out the PARTY PLANNING CHECKLIST for some common party planning activities.



<b>Number of Invitees:</b>		

## IN OTHER WORDS (B)

### ... AND REPORTING

3) The party you planned was a huge success. Write an email to a friend who could not attend the party. Describe the party and also the sequence of activities you proposed to the guests. Don't forget to use the sequence words to help organize the actions and events that happened.

<b>From:</b>	
<b>To:</b>	
<b>Subject:</b>	<b>An amazing party you lost!</b>



## IMPORTANT WORDS



IMAGE 33

Use this space to register words you learned throughout this unit

## MY FINAL WORDS



IMAGE 19

**VOCABULARY**  
**GRAMMAR**  
**SPEAKING**  
**LISTENING**  
**READING**  
**WRITING**

### UNIT 2 – OVERPLANNING, how much did you learn? Let's think together:

- **VOCABULARY** – I can use new words learned during this unit:  
 VERY WELL                       WELL                       NOT SO WELL
- **GRAMMAR** – I can use prefixes and suffixes:  
 VERY WELL                       WELL                       NOT SO WELL
- **GRAMMAR** – I can express my actions through time in an organized way:  
 VERY WELL                       WELL                       NOT SO WELL
- **SPEAKING** – I can take a stand during a discussion, presenting my ideas:  
 VERY WELL                       WELL                       NOT SO WELL
- **LISTENING** – I can understand sequences of actions:  
 VERY WELL                       WELL                       NOT SO WELL
- **READING** – I can recognize sources of information and possible advertisements:  
 VERY WELL                       WELL                       NOT SO WELL
- **WRITING** – I can write a plan for an event:  
 VERY WELL                       WELL                       NOT SO WELL
- **WRITING** – I can write an email reporting actions:  
 VERY WELL                       WELL                       NOT SO WELL

## TEACHER'S GUIDE

<b>STRUCTURE OF THE UNITS</b>	
<b>First Words</b>	Unit opening. Lead-in moment aimed at activating Ss previous overall knowledge about the main topic of the unit.
<b>Words in Print</b>	Section focused on developing different reading skills along with lexical acquisition, through pre-, while- and post-reading activities.
<b>Word of Mouth</b>	Speaking main section. Ss are required to produce different oral interactions, through different patterns of interaction, with different contextual purposes. This section promotes critical thinking, creativity, collaboration and communication.
<b>Words for Language</b>	An inductive grammar-oriented section that maintains the study of structures, functions and meanings altogether as it happens in ordinary natural language.
<b>Listen to the Words</b>	Section focused on developing different listening skills along with lexical acquisition, through pre-, while- and post-listening activities.
<b>Playing with Words</b>	A playful moment to lead Ss to develop their metalinguistic abilities, not necessarily just labelling linguistic phenomena, but always manipulating words actively to build new meanings out of somehow fixed language material.
<b>In Other Words</b>	Main writing section. Ss are invited to produce different written texts, with different contextual purposes and premises, through process writing techniques
<b>Important Words</b>	End of unit. Open section for taking notes or building a personal portfolio.
<b>My Final Words</b>	End of unit. Self-assessment section. It encourages Ss to think about their performance and how much they have learned.

# UNIT 1 – CLEANING: Teacher

UNIT 1 - OVERVIEW	
<b>Aims</b>	Enable Ss to reflect on cleaning and hygiene habits. Enable Ss to make suggestions and recommendations. Enable Ss to understand and give instructions.
<b>Skills</b>	<u>Reading</u> : Magazine Article (Popular Science) <u>Speaking</u> : [I] Reflect and discuss popular science texts through the label “according to Science”. [II] Look for and present ideas to organize a messed bedroom. <u>Listening</u> : Watch a video with detailed instructions on how to toothbrush properly. <u>Writing</u> : Instructional Posters.
<b>Grammar</b>	<u>Functions</u> : Giving suggestions and recommendations; understanding and giving instructions. <u>Structures</u> : Modal Verb: Should; Imperative Forms.
<b>Vocabulary</b>	Cleaning and hygiene habits. Organizing and keeping places clean and tidy. Toothbrushing and parts of the mouth. Boards and posters. Use dictionaries to contrast definitions. Infer meanings through contexts.
<b>Life in Words</b>	Lead Ss to reflect on cleaning and hygiene habits Help Ss to find and use information to improve cleaning and hygiene habits. Use a technological tool to produce an instructional poster.

UNIT 1 - STRUCTURE	
<b>First Words</b>	<u>CLEANING AND HYGIENE</u> 1. Word clouds: hygiene, cleaning, germs: (1) Vocabulary and (2) Speaking. 2. Use a dictionary to find definitions and examine differences among those definitions: (3) [I] Reading and [II] Speaking.
<b>Words in Print</b>	<u>HOW TO HAVE A PERFECT HYGIENE</u> 1. Predict words and infer meanings through context. 2. Recognize and make recommendations. 3. Agree and disagree with positions from a text.
<b>Word of Mouth (A)</b>	<u>SHOULD WE AGREE WITH EVERYTHING THAT READS “ACCORDING TO SCIENCE”?</u>  <u>Functions</u> : Enable Ss to think through and discuss popular science

	<u>Structures</u> : Language necessary for discussing popular science and agreement or disagreement; have Ss take stands and justify their positions.
<b>Words for Language</b>	<u>SHOULD</u> Enable Ss to reflect on cleaning and hygiene habits Enable Ss to make suggestions and recommendations Enable Ss to understand and give instructions
<b>Word of Mouth (B)</b>	<u>NEAT AND TIDY</u> Enable Ss to reflect on cleaning and hygiene habits Enable Ss to make suggestions and recommendations Enable Ss to understand and give instructions
<b>Listen to the Words</b>	<u>PROPER TOOTH BRUSHING</u> Enable Ss to follow detailed instructions
<b>Playing with Words</b>	<u>DO IT! SHOULD YOU?</u> Have Ss imperative forms in a playful manner Contrast 'Should' and 'Imperative Forms' through context
<b>In Other Words</b>	<u>INFORMATION FOR THE BOARDS</u> Enable Ss to produce instructional posters Enable Ss to use technology for producing multimodal texts
<b>Important Words</b>	Portfolio / Note-taking
<b>My Final Words</b>	Self-assessment

<b>FIRST WORDS: Cleaning and Hygiene</b>	
1.	Write the words 'HYGIENE', 'CLEANING' and 'GERMS' on the board; Tell Ss this is a brainstorm. Ss should come up with at least four words for each balloon. Give them some time to write down their words around the corresponding balloons. [KEY]: Open answers
2.	Have Ss form groups of 4-5 Ss. Read out the questions. Have Ss discuss the questions. Go around the class to check on Ss. [KEY]: Open answers.
3.	Within the groups, ask Ss to pair up (in groups of 5 you may have one trio). Have Ss read the definitions for hygiene. The idea is that they can contrast what they discussed to more formulated definitions. Ask them to read the questions. Have Ss ask each other the questions. Open group discussion. Elicit answers. Avoid spending too much time at this stage. [KEY – II]: a. Cambridge Dictionary – 1 definition; Merriam-Webster – 2 definitions. b. Cambridge Dictionary is for international students. Definitions are simple. Merriam-Webster Dictionary if for native speakers. c. Open answers; d. Open answers.
<b>WORDS IN PRINT: How to have a perfect hygiene</b>	

## Genre: Magazine Article – Popular Science

1. Ss are going to anticipate vocabulary/activate knowledge for reading the text.  
Have Ss look at the picture. Tell Ss to explore the picture.  
Then have Ss take a look at the table. Tell Ss to match the pictures to the corresponding label. Instruct that when they recognize a habit/ an image, Ss write it down to the grid provided below.  
Give them some time to complete the task.  
[KEY]: the words in the column on the right
2. Ss are going to reflect upon frequency on hygiene habits.  
Show Ss the table. Have Ss fill the chart with their recommendation and ask them to justify their options (think about one reason).
3. When Ss finish act. 2, ask Ss to pair up and compare their answers.  
Model the question. Model the answer: "I think people should wash the hair twice a week because we need to save water".
4. Direct Ss attention to the title of the text and ask them to predict. Elicit possible answers.
5. Prediction. Start this stage with an open group discussion. Then, ask Ss to read the text once.
6. Ask Ss to read the text again. Ss need to find specific information from the text.  
Ask Ss to complete the column "TEXT" first. After they located all the information required, tell Ss to complete the column "Agree/Disagree", according to their opinion.
7. True or False. Ss need to find specific information from the text and confirm whether the statements are true or false. Give them some time to answer.  
[KEY]: T – F – F – T – F
8. Ss need to relate the picture in the table to the corresponding numbered passage in the text. Direct Ss attention to #9 – model answer.  
Tell Ss to summarize the passages just like the model.
9. Have Ss form groups of 4-5 Ss. Read out the questions. Model if necessary. Have Ss discuss the questions. Go around the class to check on Ss.  
Open class discussion. Elicit answers. Focus on question 9c.

**WORD OF MOUTH (A):** Should we agree with everything that reads "according to Science"?

1. This discussion is intended for having Ss think about the label *"scientifically proven"*.  
Hygiene is a good point to discuss it, as even though recommendations may be different, no one is harmed if do things slightly different, as long as they keep having personal hygiene habits.  
Tell Ss to read the statements. They should choose the option that best represents their perspective on the topic.
2. Ask Ss to pair up. Have each S think for a moment why they chose each option. Have them share their answers.

3. Have Ss stand up, Ask Ss to go around the class and find someone who had a different opinion – regardless of the possible answers in Ex. 2.

Ss are practicing notetaking in this task. As they listen to the other S' answer, they should use the provided box to take notes. In pairs, Ss should take turns doing so.

#### WORDS FOR LANGUAGE: Should

1. This task reviews the modal verb **should**, used for suggestions and recommendations. Ask Ss to go back to the text they read and locate three sentences with **should**. Once they located it, ask Ss to copy the sentences down at the blanks provided.

[KEY]: Open answers

2. Have Ss read the sentences they extracted from the text. Ask them to think about the meaning of should, within those sentences. Ask Ss to choose the correct answer.

[KEY]: Recommendations and suggestions

3. This task provides Ss the opportunity to recall the verb pattern required by the modal verb should. Ask Ss to choose the correct answers in I.

In II, Ss are asked to bring a sentence with should, to verify if their option was correct.

[KEY]: I. base form; II. Open answer.

4. This final chart consolidates the rule of thumb for should, and also presents the structure 'It is recommended that' as a synonym.

Give Ss some minutes to complete the table.

T → Ss: Whole Class. Read the table along with them.

Correct the previous activities, if needed.

[KEY]: We can use SHOULD + **base form** to make **recommendations and suggestions**.

- We **should** cut our nails every week.

With this meaning, **should** is similar to "it is recommended that"

- It is recommended that we **cut** our nails every week.

#### WORD OF MOUTH (B): Neat and Tidy

1. So far, the unit has been talking about hygiene from a body perspective. Now, we aim at discussing hygiene from a spatial perspective, examining the importance of keeping our bedroom neat and tidy, for instance. Read out loud the quote under the label "Neat and Tidy". Elicit some comments on that quote. Having that in mind, the main point of this speaking section is leading Ss to prepare a presentation on the topics they are discussing here.

Have Ss in pairs. Direct their attention to IMAGE 10.

In pairs, Ss ask each other questions 1, 2 and 3.

Model and scaffold necessary language.

2. Go around the class to monitor Ss.

3. Read the presented situation to Ss. Go around the class to monitor Ss.

Model and scaffold necessary language.

4. Book the computer lab in advance or assign this activity as a homework.  
Have Ss look for videos and texts containing tips for cleaning and organizing bedrooms. Ask them to take notes on the material they go through. They can register their notes in the box or in their notebooks.
5. Pair up Ss again, changing their pairing. Read the presented situation to Ss. Go around the class to monitor Ss. Model and scaffold necessary language.  
Remind Ss they should refer to the information they found out during their online search.
6. Direct Ss attention back to the picture of the untidy bedroom. Remind them hygiene is something biological, but also social, when we think about things that cause different people disgust or sickness. Have Ss split their arguments into the categories presented in the box.
7. It is time for Ss to organize the different pieces of information they have exchanged throughout this whole section. Ask Ss to prepare a 3-minute individual oral presentation. They can focus their presentation on one of the topics suggested or they can come up with any other aspects related to the discussion they would like to.  
After they have finished the preparation, split the class into 3 or 4 groups, depending on the amount of Ss. Have Ss present their points to the group.  
Go around and monitor the activity.

#### LISTEN TO WORDS: Proper Tooth Brushing

Genre: Instructional text

**[Listening transcript]**

#### Proper Tooth Brushing – 1 min 35 (Video)

**Link to the video:** <https://www.youtube.com/watch?v=oKaNlV45bB8>

*Proper tooth brushing involves four things: a soft toothbrush, the correct angle of brushing, and brushing in a pattern. It's important to brush at least twice a day – after breakfast and before bed, using a soft toothbrush. A soft toothbrush also makes it much easier to remove the plaque below the gum line, where periodontal disease starts. Use a pea-sized amount of toothpaste that contains fluoride. It might stop a cavity in its tracks and give you more resistance to future cavities. Angle the bristles of the brush along the gum line, at a 45-degree angle, lie firm pressure so the bristles slide under the gum line. Vibrate the brush while you move it in short back-and-forth circular motions. Brush two or three teeth at a time, then move to the next teeth. Tilt the brush and use the tip to brush the backs of the front teeth. It's fine to brush in any regular pattern you choose, but since the insides of the teeth tend to get less attention, you might start with the insides of the upper teeth, then go to the insides of the lower teeth, switch to the outsides of the upper teeth, and then the outsides of the lower teeth. Brush the chewing surfaces of the upper teeth, then the lower teeth, and end by gently brushing your tongue and the roof of your mouth. This removes germs and keeps your breath fresh.*

1. Direct Ss attention to the pictures. Explore and elicit comments.  
Ask them to list negative consequences of poor dental hygiene habits.  
Elicit some answers.

2. Even though we have some personal questions here, keep in mind some people may not enjoy talking about it. The focus of the activity is activating their knowledge, and have Ss write down 4 simple steps to brush their teeth, such as *"Pick up your toothbrush"* or *"Make sure you brush every single tooth"* and so on.
3. Within the groups, ask Ss to pair up (in groups of 5 you may have one trio). Have Ss read the definitions for hygiene. The idea is that they can contrast what they discussed to more formulated definitions.  
Ask them to read the questions. Have Ss ask each other the questions.
4. This activity intends to pre-teach some vocabulary Ss will listen. Have Ss read the vocabulary [=labels]. Show Ss the picture of an open mouth.  
Give them some time to write down the correct label to the corresponding part in the mouth.  
[KEY]: From top-down: upper teeth, roof of the mouth, tongue, insides of the lower teeth, surfaces of the teeth, gum line.
5. Recall Ss they are about to watch a video on how to brush the teeth properly. Ask them to pay attention to the four main things involved in this process, according to the video. Play the video once.
6. Have Ss read the words within the box. This exercise aims at recognizing specific information. Tell Ss to circle the words they listen during the video. Play the video again. Feel free to repeat if they need to.  
Have Ss use their cell phone, physical dictionaries or any other sources of information so they can check the meaning of the new words.  
Check if there are any other words they would like to know.
7. Have Ss read the statements. Play the video again. Ss need to recognize what is the suitable option for each statement.  
[KEY]: a. soft; b. a pea-sized; c. 45°; d. moves.
8. Have Ss listen to the whole video and ask them to summarize the information presented. Remind them to be concise, focusing just on the main information.
9. Ask Ss if they knew everything presented or if they learned sth new.  
Have Ss form small groups, so that they can exchange their impressions, learnings and thoughts.

#### PLAYING WITH WORDS: Do it! Should you?

1. The main assumption of this moment is to provide Ss with a relaxing moment, after so many discussions.  
This activity is based on the kids' game "Simon says". Pair up Ss and have them go through questions A to C. Model and scaffold necessary language.  
Go around the class to monitor Ss.
2. Drive Ss attention to the box **"A word to remember"**, so that they can recall the imperative forms. Model the game with the whole class. Have Ss stand up. Then have

Ss form groups of 4-5 Ss. Let them play for 3-5 minutes, depending on how they enjoy this game. You can switch groups to make it even more dynamic.

3. Have Ss sit down. Give them some minutes to read and answer questions 3 to 5.  
[KEY]: i. orders and commands; ii. base form.
4. Remember that as we cannot give orders through questions, we cannot use **imperative forms** in interrogative forms. Go around the class to monitor Ss if they can formulate the answer to this question.
5. Give Ss some time to read and compare the set of sentences. Remember that **imperative forms** sound more direct, and depending on the context, rude, when in contrast to the sentences with **should**. Imperative forms are explicit commands while sentences with **should** are suggestions and recommendations.

#### IN OTHER WORDS: Information for the Boards

Genre: *Posters*

1. This is a processual writing activity. We depart from the analysis of the genre traits from the provided posters. Then we start having Ss prepared to make up their own instructional poster. During this activity, Ss not only are required to think about the language they will use, but also, the images and visual effect of the poster.  
Have Ss read the posters and answer the question.  
[KEY]: hints and tips on how to do sth properly.
2. Have Ss form pairs. They will analyze the compositional characteristics of this specific type of text together. Have Ss read and exchange their findings.
3. Split up the pairs and ask Ss to work individually now.  
With the whole class, brainstorm some topics related to hygiene or cleaning habits they could use to make up a poster. Tell them you will expose the poster at the classroom' notice boards.  
After the brainstorming, give Ss some time to decide what topic they will work with.
4. Have Ss prepare the linguistic part of their poster individually. They should formulate concise instructions, broken into steps, to present within their posters.  
Ask them to think about the instruction and break it into 5 steps on how to perform the activity they have chosen.
5. Peer correction. Have Ss check their classmates' text. Go around and monitor upcoming doubts.
6. Book the computer lab in advance or assign this activity as a homework.  
We strongly recommend you access the website in advance and get acquainted with the tool Ss are going to use to create their poster.  
[Link to the online tool: https://create.piktochart.com/poster](https://create.piktochart.com/poster)  
Give Ss appropriate time to create the final version of their poster.  
When they are done, organize an exposition with the different instructional posters they have created.

STUDENTS' PERSONAL SECTIONS		
IMPORTANT WORDS: Self-notes/Portfolio		
Ss can use this space to take notes throughout the unit.		
MY FINAL WORDS: Self-assessment		
<b>UNIT 1 – CLEANING</b> , how much did you learn? Let's think together:		
•	<b>VOCABULARY</b> – <i>I can use new words learned during this unit:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>GRAMMAR</b> – <i>I can make suggestions and recommendations:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>GRAMMAR</b> – <i>I can give and receive instructions:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>SPEAKING</b> – <i>I can make a point during a discussion:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>SPEAKING</b> – <i>I can present ideas to organize a space:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>LISTENING</b> – <i>I can understand specific and detailed instructions:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>READING</b> – <i>I can read longer texts and find specific information:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL
•	<b>WRITING</b> – <i>I can make posters with instructions for boards:</i>	
[ ]	VERY WELL	[ ] WELL [ ] NOT SO WELL

## UNIT 2 – OVERPLANNING: Teacher

UNIT 2 - OVERVIEW	
<b>Aims</b>	Enable Ss to develop planning skills. Enable Ss to differ planning and overplanning. Enable Ss to organize sequence of events through time.
<b>Skills</b>	<u>Reading</u> : Sponsored Content (Corporative Blog) <u>Speaking</u> : Take a stand on positions companies should have towards consumers; Differ informative texts and sponsored content. <u>Listening</u> : Watch a narrative video with someone overplanning a sequence of events. <u>Writing</u> : [I] A Party Planning; [II] A Reporting E-mail.
<b>Grammar</b>	<u>Functions</u> : Organizing sequences of events when narrating/reporting; using morphemes to modify word meanings. <u>Structures</u> : Sequence Words; Prefixes and suffixes.
<b>Vocabulary</b>	Planning and overplanning. Information and propaganda. Sequence words. Prefixes and suffixes. Birthday parties. Use the text to infer meanings of new words.
<b>Life in Words</b>	Lead Ss to reflect on useful planning tips. Help Ss to overcome overplanning and procrastination. Have Ss recognize and differ informative texts and sponsored corporative content.

UNIT 2 - STRUCTURE	
<b>First Words</b>	<u>WHAT NEEDS TO BE PLANNED</u> Enable Ss to reflect on planning tasks and time-off. Enable Ss to think about accomplishing tasks.
<b>Words in Print</b>	<u>THE FINE LINE BETWEEN PLANNING AND OVERPLANNING</u> <u>Reading</u> : Lead Ss to differ planning and overplanning <u>Speaking</u> : Have Ss think about sources of information and sponsored content. <u>Writing</u> : Enable Ss to justify arguments based on the presented reading.
<b>Word of Mouth</b>	<u>INFORMATION OR PROPAGANDA?</u> Have Ss think about critical limits to unsolicited/hidden advertisement. <u>Functions</u> : Enable Ss to take stands, using critical and reasonable arguments, to defend their point of view. <u>Structures</u> : Language necessary for Ss to take stands, presenting their arguments and justifications.

<b>Playing with Words</b>	<u>[UN]PREDICT[ABLE]</u> Make Ss analyze morphological traits in a playful manner. Enable Ss to recognize prefixes and suffixes.
<b>Listen to the Words</b>	<u>TALES OF MERE EXISTENCE</u> Present Ss to anecdotes / personal “tales” Have Ss understand sequential actions Acquaint Ss to oral spoken language
<b>Words for Language</b>	<u>ORGANIZING ACTIONS THROUGH TIME</u> Enable Ss to use sequential words
<b>In Other Words (A)</b>	<u>PLANNING...</u> Enable Ss to plan a party Have Ss produce a party planner
<b>In Other Words (B)</b>	<u>... AND REPORTING</u> Enable Ss to write an email reporting events Have Ss use sequential words
<b>Important Words</b>	Portfolio / Note-taking
<b>My Final Words</b>	Self-assessment

<b>FIRST WORDS: What needs to be planned?</b>
<ol style="list-style-type: none"> <li>1. Explore the pictures with the whole group. Lead Ss to figure out that planning involves asking yourself some questions, to define the goals to be achieved, and that in order to achieve these goals, you will need to break up the activities into simpler steps. Write the question ‘WHAT NEEDS TO BE PLANNED’ on the board. Have Ss read the table and answer it, according to their personal opinions.</li> <li>2. Ask Ss to stand up and go around the classroom. They should compare their answers to the ones provided by two other Ss. This is an opportunity to create more bonds within the group of Ss. They are likely to realize who thinks like them and who brings different perspectives.</li> <li>3. This activity intends to prompt Ss to realize some people love planning while some others might hate it. Besides, it intends to activate knowledge about the topics they will read and listen to in the corresponding sections. Have Ss pair up or form small groups and ask them to go through questions i to iii. Have Ss take turns. Go around the class to monitor Ss. Model and scaffold necessary language. At the end, conduct an open group discussion. Elicit answers. Avoid spending too much time at this stage.</li> </ol>
<b>WORDS IN PRINT: The Fine Line between Planning and Overplanning</b>
<u>Genre: Sponsored Content – Corporative Blog</u>
<ol style="list-style-type: none"> <li>1. This section intends to discuss two main points: <ul style="list-style-type: none"> <li>- The difference between planning (as sth positive) and overplanning (as sth negative);</li> </ul> </li> </ol>

- The compositional traits of sponsored commercial content that might look like non-commercial information. The intention is to raise awareness about sources of information, in order to build up critical knowledge.

Write 'OVERPLANNING' on the board. Have Ss raise their hands if they know the meaning of this word. Elicit some information between the difference of 'Planning' and 'Overplanning'

Having provided Ss with some input, give them some time to read the boxes and fill them out with their insights or notes.

2. Drive Ss attention to the text title. Have Ss predict what the text may be about.  
[KEY]: Option B
3. Here we have presented the activity in steps, so Ss can also have the chance to internalize the idea of small parts that lead them to a bigger achievement. Besides, this is an opportunity to pre-teach vocabulary Ss will come across when reading. Finally, Ss can try to infer meanings through context and confirm whether their predictions are right by reading and selecting the dictionary definition  
The definitions were adapted from the **Cambridge Online Dictionary**.  
Model the question. Model the answer: *"I think people should wash the hair twice a week because we need to save water"*.  
Ask Ss to read the words in the column **WORD**. Depending on your class profile, you may ask Ss to: (i) FIRST locate the words in the text; THEN read the column "DEFINITION"; (ii) you may SWITCH the order of both instructions.  
Give Ss appropriate time so they can scan the text and try to infer the meaning of the words.  
Check the answers.  
[KEY]: E / G / F / H / A / D / B / C / I
4. Have Ss read the whole text now. Ask them to work individually, and answers questions I to III. Then, pair Ss up so that they can compare answers.  
**Note:** it is very important that Ss locate textual support to their answers, as required in question II.  
[KEY]: I → C; III → B.
5. Tell Ss that finding textual support for an answer within the own text is a successful strategy, even when the exercise statement does not require Ss to do so. Have Ss read the question and ask Ss to find textual support to the option they marked as correct.  
[KEY]: A.
6. Ask Ss to read the text again. Ss need to find specific information from the text and confirm whether the statements are true or false. Give them some time to answer.  
Ask Ss to mark 'TRUE' or 'FALSE', based on the information provided in the text.  
[KEY]: F – F – T – F – T – T – F.
7. Ask Ss to locate the name **Weekdone** in the text. If it is the case, have Ss circle it in the text (there are two mention to the name).  
[KEY]: It is the name of the company sponsoring the content.

8. This question aims at leading Ss to perceiving nuances of a text, such as emphasis, rhetorical expressions or even irony. Ask Ss to locate the mentioned passage in the text. Ask them to work in pairs or trios. Have Ss discuss the questions.

[KEY]: To emphasize the overload of information on how to plan things properly.

9. Ask Ss to locate in the text the required information. Besides, this are the main tips the author presents on how to plan well.

[KEY]: Know the overall objective; keep it simple; act.

10. This question goes back to the title of the text to check if Ss have understood the main thesis presented in the argumentation. Have Ss discuss it. Model if necessary. Go around the class to check on Ss.

To wrap up, conduct and open class discussion and elicit some answers.

#### WORD OF MOUTH: Information or Propaganda?

1. This discussion is aimed at having Ss think critically about the nature of “*sponsored texts*”. These texts resemble popular science or self-help genres, as they seem to present important information. And in a way, they do. The point of attention and awareness is the fact that along with the arguments, companies try to offer a product, which means selling sth to the reader. In that sense, one may think to have a problem, or in need of a new solution, just because the text made you feel like so.

Drive Ss attention to the image. Ask them what they see in the picture (someone painting ordinary rocks in golden ink). Pair Ss up and give them some time to discuss. Model if necessary. Go around the class to check on Ss.

Then have an open class discussion and elicit some answers. Make sure you have all Ss at the same frame.

2. The aim of the speaking activity is to prepare Ss to engage in a debate about four possible points of view on this matter, that will be presented forward. Ask Ss to form small groups. Have Ss take turns and discuss questions 2 and 3.

3. Go around the class to check on Ss

4. Group Ss into four groups. You may raffle the participants to each group. Write on the board: “WHAT SHOULD COMPANIES DO”?

Prompt Ss to the table with the four possible attitudes companies could have in this activity. Then, go back to the instructions on preparation.

Tell Ss to look for information that support their assigned point of view, making it clear that they need to make that specific point – not the ones they might judge appropriate in personal level.

Give Ss appropriate time to get prepared. Do not forget to tell Ss the amount of time they will have to expose their arguments in favor of the assigned point of view.

After all the groups are all set up, start the presentations. Let them know in advance that after the activity, each S is going to vote for the most convincing ideas presented.

It will be considered the winner of the debate the group that gets most of the available votes.

5. To wrap this activity up, it is been proposed now that Ss think about the whole discussion throughout this activity. The answer to this question is open.  
As teachers, we should just ensure that Ss present ideas that make sense. They do not need to agree with our perspectives on this matter right away.

#### PLAYING WITH WORDS: [UN]PREDICT[ABLE]

- The main assumption of this moment is to provide Ss with a relaxing moment, after a more reflexive moment.  
During this activity Ss will manipulate prefixes and suffixes to perceive morphological and semantic changes. Even though we brought the picture of a HANGMAN game, just to create a playful environment, the game itself would be more related to a speed race or a sprint.  
Have Ss go back to the text to find the needed information to fill out the blanks.  
[KEY]: PLANS, PLANNING, PLANNED, OVERPLANNING.
- Have Ss go back to the text to find the needed information to fill out the blanks.  
Check out the answers for questions 1 and 2.  
[KEY]: OVERLOAD, OVERPLANNING, OVERWHELM.
- Ask Ss if they used to enjoy playing HANGMAN. Then, remind them that the game here is not HANGMAN: we have just referred to that game so they can remember why there are some blanks there. Tell Ss the game here is a speed race: the fastest competitor takes it all.  
Have Ss to form groups. Start counting time. The first group who informs the correct word wins.  
[KEY]: OVERPLANNING
- The focus of this activity is to have Ss actively understand the concept of prefixes and suffixes. Ask Ss to look up for the definitions of the words. Have Ss share their findings in small groups.  
Open group: go through the boxes 'A WORD TO REMEMBER' and 'REMEMBER THIS WORD'.
- Go through the question with the whole class.  
[KEY]: PREFIX – SUFFIX
- Go through the question with the whole class.  
[KEY]: CHANGE
- Ss may write down as many words containing any prefix or suffix as they wish.

#### LISTEN TO THE WORDS: TALES OF MERE EXISTENCE: SATURDAY

Genre: Tales/Anecdotes

[Listening transcript]

Tales of Mere Existence: Saturday – 1 min 51" (Video)

Link to the video: <https://www.youtube.com/watch?v=RdYEKZL9KPM>

*Today I got up and sat down in my big chair and started thinking about what I have to do today, and I have to do the dishes, wash the laundry, pay the bills, clean the shower, dump the garbage, call my mom and then find something interesting to do tonight. I was thinking about doing the dishes first, but then decided that that actually doesn't make any sense, because the laundry is right around the corner, and it would be much more time effective to go put in the laundry first, and then come back here to do the dishes, and then pay the bills, clean the shower, dump the garbage, call my mom and then find something interesting to do tonight. But then I started to think about it, and as I haven't taken a shower yet, and I don't really smell too good, I figured I may as well clean the shower while I'm in it, and then I'll go put in the laundry, come back here to do the dishes, pay the bills, dump the garbage, call my mom, and then find something interesting to do tonight. But wait a second, wait a second, on my way out with the laundry, I could bring down the garbage too, so I only have to make one trip, so I should clean the shower in a minute, and then bring down the garbage with the laundry, dump the garbage and then go put in the laundry, come back here to do the dishes, pay the bills, call my mom and then find something interesting to do tonight. But actually that's not really thinking things through, because there's a mailbox for the bills on the way to laundry, so what I could do is pay the bills first, and then clean the shower while I'm in it, bring down the garbage and the bills with the laundry, dump the garbage, put the bills in the mailbox and then go put in the laundry, come back here to do the dishes, call my mom and then find something interesting to do tonight. But one of the elements not put into consideration is that I'm going to have to go pick up my laundry after it's done, and therefore I may not have time to call my mom because she talks a lot, I guess that blows my current plan to do the dishes, wash the laundry, pay the bills, clean the shower, dump the garbage and call my mom, and I really got to make sure that I have time to do all that, because I really want to find something interesting to do tonight. I wonder which one I should do first. I guess I'm going to have to think about it.*

1. The audio text presented in this activity is about a character who kept overplanning his Saturday. He does not mention the word **overplanning**, as the effect is created by the constant change on how to get some activities done and which one to do first. In this situation, Saturday would be his day off, but he spent it overplanning on what and how to do his pending tasks.  
Have Ss read and answer the task.  
Model and scaffold necessary language.
2. Set the context with the Ss. Have Ss discuss it in small groups.
3. Ask Ss to read the exercise. Tell them they are going to listen to those words. They should number the words within the blankets, according to the order they listen to them. Play just 20 seconds of the video.  
[KEY]: 1<sup>ST</sup> LINE - 2 / 1 / 5 - 2<sup>ND</sup> LINE - 8 / 6 / 7 - 3<sup>RD</sup> LINE - 4 / 3 / 9
4. Ask Ss to read the exercise. Tell them this activity is just like the previous one. They are going to listen to those words. They should number the words within the blankets, according to the order they listen to them. The difference is now they are going to listen to the whole video. Play the whole video once.  
[KEY]: 3 / 6 / 4 / 2 / 5 / 1
5. Go through the question with the whole class.  
[KEY]: Because he wants to find something interesting to do that night.

6. Have Ss read the whole table before you play the whole video once more. Ss are asked to recognize specific information from the text and recognize the different sequences of actions he presents.

[KEY]: E – C – F – B – A – D.

7. Have Ss read the statements before you play the whole video again. Ss are asked to recognize specific information. As Ss listen to the word mentioned, they should check the correct answer.

[KEY]: a – sense; b – efficient; c – smell; d – blows; e – wonder.

8. Let's see how much of the text Ss could grasp. Have Ss read the questions. Give them appropriate time to answer. Pair Ss up so they can compare their answers.

9. To wrap this activity up, it is been proposed now that Ss think whether they can relate to the main character of the video, and the reason why some people might be overplanning things.

Have Ss present their points in small groups. Go around and monitor the activity.

#### WORDS FOR LANGUAGE: ORGANIZING ACTIONS THROUGH TIME

Genre: *Recipe*

1. Ss will study **sequence words**. Direct Ss attention to the set of sentences extracted from the audio. Explore and elicit comments.

I. Have Ss read the sentences from the audio script.

II. Have Ss choose the correct option.

III. Have Ss read one sentence from the reading section.

IV. Have Ss decide whether the statement is TRUE or FALSE.

[KEY]: II – option 2; IV – TRUE.

2. Have Ss fill in the blanks with the correct option so they can inductively understand the grammar topic.

[KEY]: We use the words **first, after, while, and then, but then, and when** to express sequences of actions.

3. Have Ss choose the correct option. Correct questions 1 to 3. Then, read the NOTE box.

[KEY]: SEQUENCE

4. The aim of this task is to have Ss understand that besides sequencing, we can also use those words in an additive or contrastive way.

Have Ss choose the correct option.

[KEY]: B and A

5. The aim of this task is to have Ss understand how to manipulate sequencing, with a simple text.

Ask Ss if they know how to make tea, in a funny mood. Have Ss choose the correct option.

[KEY]: FIRST – [AFTER – THEN – NEXT]\* order may vary – FINALLY

6. The aim of this task is to have Ss perceive the difference between **while** and **when**. Have Ss choose the correct option.  
[KEY]: A and B
7. Consolidation exercise. Have Ss match the columns accordingly. Ask them to pair up. Correct questions 4 to 7.  
[KEY]: B / D / E / A / C
8. This wrap-up activity aims at providing Ss with an opportunity to practice the use of sequence words more meaningfully and with a simpler task. Have Ss think about their morning routines.
- I. Ask Ss to come up with 5 things they do between they open their eyes after waking up until the moment they need to leave home for work or school.
  - II. Have Ss write a short paragraph using the activities they mentioned and the sequence words.
  - III. Pair Ss up. Have Ss take turns to read each other's answers. Ask them to peer-correct the texts.
- Open up the discussion and elicit some answers, whether their routines were to different.

#### IN OTHER WORDS A and B: Planning and Reporting

Genre: *Party Planner – Reporting Email*

1. This is a processual writing activity. Ss will produce two short texts, to unite the aspects covered throughout the unit. First, Ss will be asked to plan one birthday party. As they will need extra help, they have been asked to fill out a “PARTY PLANNING” form, so that they can e-mail the information in an organized manner. Unfortunately, one of their friends could not attend the party. Then, they are asked to report what happened, using sequence words.  
This is an opportunity for them to practice descriptions and narratives.  
Have Ss read the question. It recalls the tips for successful planning presented during the reading section. They should number according to those steps proposed in that text.  
[KEY]: 2 / 3 / 1
2. Time to prepare for the first written production. Ss are asked to keep in mind those steps for successful planning.
  - I. Have Ss analyze the invitation images, so that they can realize what the activity is about and choose the kind of party they want to plan. Ask Ss to individually choose one of the invitations. That will be the party they will need to plan.
  - II. Knowing what their goal is, it is time for Ss to “keep it simple”, which here means breaking the bigger task – planning a party – into smaller steps. Mention that there is a checklist so they can have a glance on what kinds of activities are related to birthday party planning. Ask Ss to come up with eight activities they think they will need for their party.
  - III. Having chosen the steps, it is time for Ss to fill out the “PARTY PLANNING”, to avoid having to repeat the information all the time through the emails Ss

would need to send, and also risking failing or overplanning. Go through the form, clarify potential doubts, and give Ss appropriate time to write.

3. As the party is over and it was successful, ask them to report what went on to a friend who could not attend the party. This is an email, so make sure Ss fill out all the fields present in the email form. Recall sequence words and prompt Ss to use them in their emails.

Pair Ss up. Have Ss peer-correct their written production.

### STUDENTS' PERSONAL SECTIONS

#### IMPORTANT WORDS: Self-notes/Portfolio

Ss can use this space to take notes throughout the unit.

#### MY FINAL WORDS: Self-assessment

### **UNIT 2 – OVERPLANNING**, how much did you learn? Let's think together:

- **VOCABULARY** – *I can use new words learned during this unit:*  
 VERY WELL       WELL       NOT SO WELL
- **GRAMMAR** – *I can use prefixes and suffixes:*  
 VERY WELL       WELL       NOT SO WELL
- **GRAMMAR** – *I can express my actions through time in an organized way:*  
 VERY WELL       WELL       NOT SO WELL
- **SPEAKING** – *I can take a stand during a discussion, presenting my ideas:*  
 VERY WELL       WELL       NOT SO WELL
- **LISTENING** – *I can understand sequences of actions:*  
 VERY WELL       WELL       NOT SO WELL
- **READING** – *I can recognize sources of information and possible advertisements:*  
 VERY WELL       WELL       NOT SO WELL
- **WRITING** – *I can write a plan for an event:*  
 VERY WELL       WELL       NOT SO WELL
- **WRITING** – *I can write an email reporting actions:*  
 VERY WELL       WELL       NOT SO WELL

## RATIONALE

*“O cidadão atual precisa dominar várias habilidades para não apenas usufruir dos benefícios da vida moderna, mas também participar ativamente de sua comunidade, fazendo intervenções construtivas e contribuindo para o avanço desta”*  
(TENUTA & OLIVEIRA, 2011: 320)

**LIFE IN WORDS** was designed around the playful manipulation of the term “word”, a concept so difficult to define in scientific terms (cf. ROSA, 2000), but so present in everyone’s lives every day. We use words to interact with each other, express our thoughts, feelings, desires and also to better understand and learn more about the own world we live in. This project is aimed at teenagers and young adults, to be used in the context of language-teaching institutes. The focus of the project is to develop different communicative and critical skills for low-intermediate to intermediate students.

As a language student and teacher, I have had the impression that sometimes it seems the debate on language teaching has isolated its teaching-aim “language” from its main purpose in human societies, that is, promoting interactions and voicing people’s thoughts, concerns and feelings. By bringing apparent neutral tasks to class, avoiding more opinionated or critical questions, we teachers tend to forget that even in language classes we could do more for our students, promoting critical reflection and chances of changing the world, at least a little, starting by oneself.

Looking backwards on my own academic paths spent during these years here at CEI, maybe the main lesson I took from this course was to be very careful and sensitive not to impose my own perspectives as final and inevitable truths, to my own students, when I used to teach English. Teaching people to be critical is providing them with chances to promote relevant debates, where different perspectives, sides and arguments are taken into account, in order to reach a provisional answer that respects human principles such as dignity, equality, autonomy and fairness. Discussions in class are not so much about the best answers, but mostly about making up good questions that provide students with food for thought.

Finally, it is very important to be constantly reminded that education goes much beyond the pure exposition of contents, to be memorized by students, and given back by them to us in the form of exams. I have been working with the **21<sup>st</sup> Century Competencies** for Education (cf. ANANIADOU & CLARO, 2009), and one very

important competence we recognize students do need is critical thinking. I think this time here at CEI was an outstanding occasion to think about ways to operationalize critical thinking in our English classes. Therefore, this is what I tried doing in this project that I present here as my final paper. Before I explain its conception in detail, let me just recall the 4Cs of the 21<sup>st</sup> Century Competencies I mentioned above, as this is the Philosophy of Education present in this paper:

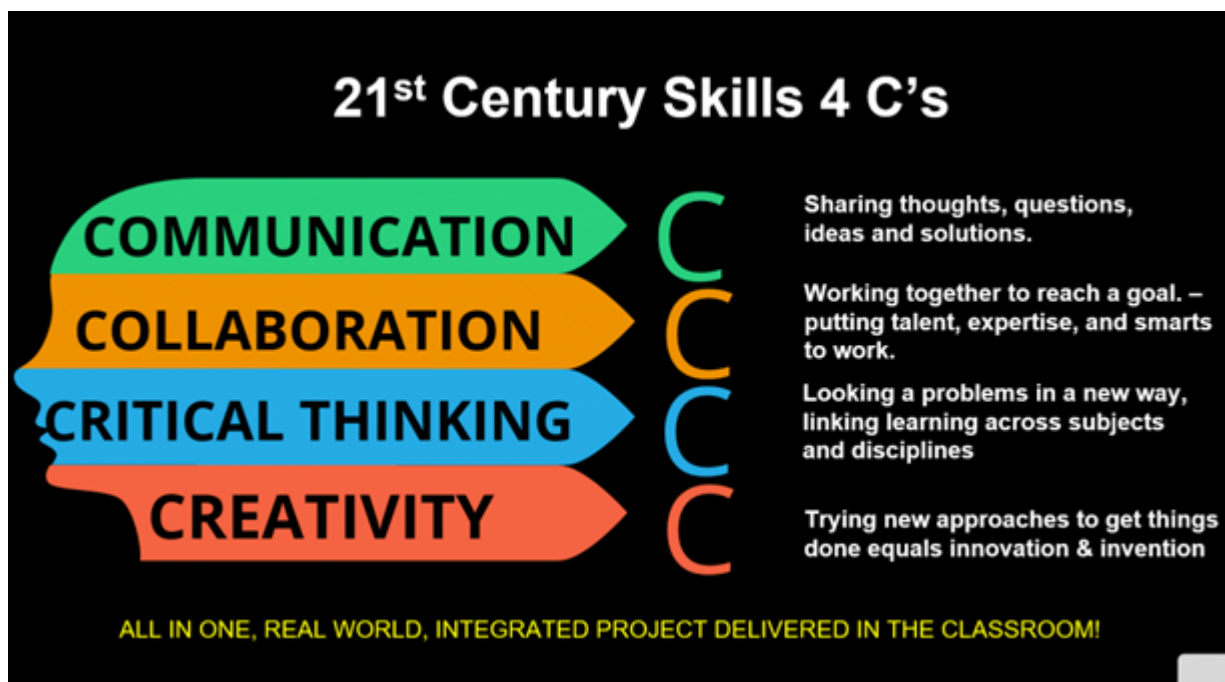


IMAGE # 1 – 21ST CENTURY SKILLS 4Cs

Source: <https://salccelearn.org/edtk3304/the-4-cs/>

The main idea behind this 4Cs is that projects for students [mainly in regular school context, but I also tried to apply it for the “allegedly neutral proposals” of language-institutes] should foster **communication** – the ability to share thoughts, ideas and solutions, **collaboration** – the capacity to work together, **critical thinking** – the competency of bringing new lights and answers for maybe older problems/answers, and **creativity** – this amazing human ability to try new approaches in order to innovate, invent and create so many different things.

Sometimes language teaching practices have distanced themselves from general Education. This might sound good sometimes, when we look at all the achievements of the field, but it may be also not so good, when we start critically thinking about it more carefully. Contrasting foreign language teaching from Bilingual education, GARCÍA (2009: 26) states that:

*Bilingual education is different from traditional language education programs that teach a second or a foreign language. For the most part, these traditional second or foreign-language programs teach the language as a subject, whereas bilingual education programs use the language as a medium of instruction; that is, bilingual education programs teach content through an additional language other than the children's home language. (...). More than anything else, bilingual education is a way of providing meaningful and equitable education, as well as an education that builds tolerance towards other linguistic and cultural groups. In so doing, bilingual education programs provide a general education, teach in two or more languages, develop multiple understandings about languages and cultures, and foster appreciation for human diversity. Traditional second- or foreign language programs often aim to use only the target language in instruction, whereas bilingual education programs always include some form of more than one language in at least some parts of instruction. Although the approach may be different, the development of some type of bilingualism is accomplished in both language-teaching programs and bilingual education programs.*

So here, we tried to reassess those criticism, and pursue a teaching proposal that could develop communicative competencies, such as speaking, listening, writing and reading, and also try to build “*multiple understandings about language and culture*” and “*providing meaningful and equitable education*”, using the English language as a medium to reflect about some aspects of the world our students find themselves in. Our main assumption is that education does not end after we leave High School (*Ensino Médio*): it is a process that goes along with us – as human beings – wherever we go as well.

As language is both form and meaning happening at the same time within social contexts, TENUTA & OLIVEIRA (2011: 317) remind us that the teaching of foreign languages needs to be understood as a social activity, and as so, they are locally situated actions constituted historically and ideologically, connected to our other social interactions and culture.

Linguistic interaction occurs using **textual genres** (TENUTA & OLIVEIRA, 2011: 317): discourse regularities made up of historically pre-established patterns regarding human communication in relation to its social practical dimension, which is basically promoting contact among people. With that in mind, we tried to show students the dynamicity of language, by putting them in contact with different (but related) genres and textual types, and also, by showing them that new meanings may emerge from “older well-known words”, as our shared social requests need to be “*put into words*”. By stating that, I intend to recall that meaning is always something concrete, to be just captured in the concreteness of discourses.

**LIFE IN WORDS** is made up of two units: “UNIT 1 – CLEANING” and “UNIT 2 – OVERPLANNING”. These topics were chosen because we use words to talk about our everyday experiences. In order to do so, we have to learn the words related to some fundamental aspects of our lives then (cf. GROSJEAN, 2010). Personal hygiene is so important that our own survival depend on it. Overplanning connects to the moment we have been living: so many things to be done, so many things going on everywhere, that some other times we do not even know how to start, as we get lost in our own minds.

In Unit 1, our pretext was to use the discussion about hygiene and cleaning habits to lead students to develop productive and active skills regarding information that can make them reflect about very incorporated habits. We tend to talk about these issues more during infancy, and the problem of not revisiting these topics – supposedly in the name of politeness – is that we do not question if we are really taking care of our bodies and living spaces the way we should.

In Unit 2, our intention was to use a positive skill – planning – and its negative twin – overplanning – to present students to some discussion that could help them start planning their tasks a little better, without overplanning and getting frustrated, but also, making use of a text extracted from a corporative blog. This text resembles a “do-it-yourself guide” to good planning, but at the end, it is sponsored content, which its ultimate intention that we could imagine: selling products we sometimes forget to question if we really need. As beforementioned, as teachers, we are not the ones to answer those questions to our students, but certainly we are the one who can bring those questions to the table.

Each of these units have been structured into some thematic domains, in order to accomplish the mission of developing basic productive and receptive communicative skills. We have then structured each unit into seven main domains: (1) *First words*, the lead-in moment aimed at activate students frames, mind-maps and overall knowledge about the subsequent topics; (2) *Words in Print*, focused on developing different reading skills along with lexical acquisition, too; (3) *Word of Mouth*, the speaking main section, in which students are required to produce oral interactions through different patterns of interaction; (4) *Word for Language*, a grammar-oriented section, trying to maintain the study of structures, functions and meaning altogether as it happens in everyday language; (5) *Listen to the Words*, focused on developing different listening skills along with lexical acquisition, too; (6) *In Other Words*, the writing main section, in which students are invited to produce written texts from different contexts and premises, through process

writing techniques; (7) *Playing with Words*, a playful moment to lead students to develop their metalinguistic abilities, in terms of the ability to reflect upon language, not necessarily just labelling linguistic phenomena, but always playing to build new meanings with a fixed language material.

In terms of **linguistic aims**, the first unit – CLEANING – focuses on working with two kinds of texts: a written magazine article, that leads us to popular science genres; a Youtube video (audio) to revisit how to brush our teeth properly, also in the popular science domain, but here, with a more instructional orientation, as it was recorded by a dentist. With this input in mind, we present students with two main speaking activities: a first discussion about whether we should agree on everything that comes with the label “according to Science”; and a second speaking activity in which they are invited to collaborate to solve one very common problem most of us might face many times: disorganized bedrooms. For the writing section, we asked our students to produce an instructional poster, using a digital tool for it, as digital literacy is a very important skill all the time.

The second unit – OVERPLANNING – has in its bases also two kinds of texts: a sponsored post from a corporative weblog, that resembles a simple text on techniques to avoid overplanning; a Youtube video (audio) from a set of videos named “Tales of Mere Existence”, in which the main character and narrator cannot decide his mind on the best plan to choose, in order to finish up some pending tasks, and spends the whole day overplanning. These input texts have led us to propose in the writing sections the composition of two simpler – but still, two – texts: a more descriptive text in which students can apply planning techniques; and a simple email to a friend, in order to practice narration using sequence words. In the main spoken activity, students needed to reflect upon the limits of information, and when these boundaries become blurry through hidden propaganda, and debate what companies should do.

We have not forgotten the teaching of lexical and grammar skills. We have presented these important contents in a contextualized and inductive way. These grammatical forms are evident in different parts of the unit, from reception to production. In terms of social aims, the unit focuses on presenting language as a creative system, with the emergence of new words, new meanings, new uses and new text types.

Different modalities of texts related to the selected themes are presented in both units. As MARCUSCHI (1997: 119) explains:

Hoje é impossível investigar os fenômenos da oralidade e da escrita sem uma referência direta ao papel dessas duas práticas na civilização contemporânea.

De igual modo, já não se pode observar satisfatoriamente as semelhanças e diferenças entre a oralidade e a escrita sem considerar a distribuição de seus usos na vida diária. Assim, fica difícil, se não impossível, o tratamento das relações entre a fala e a escrita centrando-se exclusivamente no código. Mais do que uma simples mudança de perspectiva, isto representa a construção de um novo objeto de análise e uma nova concepção de língua e de texto, agora vistos como práticas sociais.

The idea that occurs is that oral and written language are not unrelated, as some might possibly think, but that they are different modalities of a same phenomenon (= language), with specific uses, that are intertwined depending on the speaker's needs and intentions.

Another fundamental conception arranging this lesson plan is the idea explored by HINKEL (2002), who states that grammar, reading and writing should be taught altogether. In that text, the author claims that with the integration of grammar and writing classes, not only do teachers help their students establish a direct connection between contextualized instruction and the production of L2 writing, but also, they promote the simultaneous development of both **accuracy** and **fluency** in language production. In other words, this proposal integrates the teaching of grammar and writing, leading students to raise awareness of grammatical patterns, and consequently, improve their textual production skills, through the exposure to previous linguistic and contextual input.

As grammatical patterns and uses emerge from discourse, we know that the decontextualized exposition of grammatical rules seems to bring no effective results when students are assessed. Besides, written language uses a lot of conventionalized forms, which may sometimes differ from what is taught by the potential rules described in grammar books, since those conventions may only be noted out of authentic uses extracted from texts. Therefore, the author claims that the textual analyses of authentic texts can provide students with chances to get acquainted with grammar patterns, promoting the effective internalization of those rules. Accordingly, the text presents a teaching method based on **grammar discovery tasks**, which allows learners to examine how tenses and time frames are used in real language, and consequently, it increases their implicit and explicit knowledge about grammar. These conceptions may be noted throughout the configuration of both units.

In Unit 1 – CLEANING, we revisit **should** and **imperative forms**. In Unit 2 – OVERPLANNING, we revisit **prefixation/suffixation** and **sequence words**. As grammar and vocabulary are not isolated, we tried to make students reapply those knowledges during their productive moments, as well.

## REFERENCES

- ANANIADOU, K.; CLARO, M. *21st century skills and competences for new millennium learners in OECD countries*. OECD Education Working Papers, No. 41. Paris: OECD Publishing, 2009. Retrieved from: <http://dx.doi.org/10.1787/218525261154>.
- BACICH, L.; MORAN, J. (orgs). *Metodologias ativas para uma educação inovadora: uma abordagem teórico-prática*. São Paulo: Penso, 2018.
- BATSTONE, R. *Grammar*. Oxford: Oxford University Press, 1994.
- BORTONI-RICARDO, S. M. *O professor pesquisador*. Introdução à pesquisa qualitativa. São Paulo: Parábola, 2008.
- BRUNO, F. C. (org.) *Ensino-aprendizagem de línguas estrangeiras: reflexão e prática*. São Carlos: Claraluz, 2005.
- CARTER, R.; NUNAN, D. *Teaching English to speakers of other languages*. Cambridge: Cambridge University Press, 2001.
- COYLE, D.; HOOD, P.; MARSH, D. *CLIL: Content and Language Integrated Learning*. Cambridge, UK: Cambridge University Press, 2010.
- FARACO, C. A. *Norma culta brasileira: desatando alguns nós*. São Paulo: Parábola, 2008.
- FREIRE, P. *Pedagogia da autonomia: saberes necessários à prática educativa*. Rio de Janeiro: Paz e Terra, 1997.
- FREIRE, P. *Pedagogia do oprimido*. 25ª ed. (1ª ed.: 1970). Rio de Janeiro: Paz e Terra, 1998.
- GARCÍA, O. *Bilingual education in the 21st century: A global perspective*. Oxford: Wiley-Blackwell, 2009.
- GROSJEAN, F. Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36 (1), 3–15, 1989.
- \_\_\_\_\_. *Bilingual: Life and Reality*. Harvard: HUP, 2010.
- GROSJEAN, F.; LI, P. (eds.). *The Psycholinguistics of Bilingualism*. Oxford: Wiley-Blackwell, 2013.
- HARMER, J. *The practice of English language teaching*. Essex: Pearson Education, 2007.
- HINKEL, E. (2002). Teaching grammar in writing classes: Tenses and cohesion. In: HINKEL, E.; FOTOS, S. (Eds.). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ (USA): Lawrence Erlbaum Associates, p. 181-198.
- MARCUSCHI, L. A. (1997). Oralidade e escrita. *Signótica*, 9, jan./dez. 1997: p. 119-145.
- LARSEN-FREEMAN, D.; LONG, M. H. *An introduction to second language acquisition research*. New York: Longman, 1992.
- LIGHTBOWN, P.; SPADA, N. *How languages are learned*. Oxford: Oxford University Press, 2006.
- OLIVEIRA, L. A. *Métodos de ensino de inglês: teorias, práticas, ideologias*. Harvard: HUP, 2014.
- \_\_\_\_\_. *Aula de inglês: do planejamento à avaliação*. São Paulo: Parábola, 2015.

- RAJAGOPALAN, K. The Identity of “World English”. *New Challenges in Language and Literature*, FALE/UFMG, p. 97-107, 2009.
- RICHARDS, J. C. *Curriculum development in language teaching*. Cambridge: Cambridge University Press, 2001.
- RICHARDS, J. C.; RENANDYA, W. A. *Methodology in language teaching: an anthology of current practices*. Cambridge: Cambridge University Press, 2002.
- RICHARDS, J. C.; RODGERS, T. S. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press, 2001.
- ROSA, M. C. *Introdução à morfologia*. São Paulo: Contexto, 2000.
- SAPIR, E. *Language: an introduction to the study of speech*. New York, NY: Dover Publications, 2004 [1921].
- SMITH, M.S. *Second language learning: theoretical foundations*. Nova Iorque: Longman, 1994.
- TENUTA, A. M.; OLIVEIRA, A. L. A. M. (2011). Livros didáticos e ensino de línguas estrangeiras: a produção escrita no PNLD-2011/LEM. *Linguagem & Ensino*, Pelotas, v. 14, n. 2, jul./dez. 2011: p. 315-336.
- XAVIER, J. P. B. *O professor de língua inglesa*. Novos rumos para o curso de licenciatura. Curitiba: Appris, 2016.