

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

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FLYING COLORS

Belo Horizonte
2022

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

“Flying Colors”
(Unidade Didática para o Ensino de Inglês)

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Orientadora: Professora Thaís Cristóforo

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em Ensino de Inglês da Faculdade de Letras da
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Data da defesa: 11/2022*

Outubro/ 2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Thaís Felipe Cunha Barreto, matrícula 2021659830.

Às 14:40 horas do dia 01 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **Flying Colors**, como 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, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

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

Prof(a). Valdeni da Silva Reis, indicou a aprovação do(a) candidato(a).

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

Nota__90__

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

Belo Horizonte, 01 de dezembro de 2022 ,

Prof^a Marisa Mendonça Carneiro

Prof^a Valdeni da Silva Reis

O trabalho atende aos requisitos do CEI

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

RESUMO

O presente trabalho tem como objetivo apresentar duas unidades destinadas ao ensino de alunos de inglês de nível A2 e B1 de acordo com a escala CEFR (Common European Framework of Reference for Language). As unidades foram desenvolvidas com o intuito de oferecer oportunidade de prática da língua inglesa seguindo as quatro habilidades - ler, escrever, ouvir e falar - assim como, gramática e vocabulário. Todas as atividades foram produzidas com material autêntico. Além das unidades, também são apresentados um Guia do Professor para cada unidade. O Guia do Professor contém os objetivos de aprendizagem, as respostas de cada atividade, sugestões e informações extras que podem ser úteis no processo de aprendizagem. No final, há uma breve reflexão teórica que tem como o objetivo justificar os princípios teóricos nos quais todo o trabalho foi baseado.

Palavras-chave: Inglês. Ensino da língua inglesa.

ABSTRACT

This work aims to present two units intended for teaching English students at A2 and B1 levels according to the CEFR scale (Common European Framework of Reference for Language). The units were developed with the intention of offering an opportunity to practice the English language following the four skills - reading, writing, listening, and speaking - as well as grammar and vocabulary. All activities were produced with authentic material. In addition to the units, a Teacher's Guide for each unit is also presented. The Teacher's Guide contains the learning objectives, the answers to each activity, suggestions, and extra information that may be useful in the learning process. In the end, a brief theoretical reflection is provided so as to justify the principles on which the entire work was based.

Keywords: English. English language teaching.

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Introduction

Something that has always fueled my passion for teaching is the fact that educators never stop learning. We are always pushed to try something different either due to the challenges in our classroom routine or even because of something that brings most teachers united, restlessness.

Taking this course at CEI is something I have been seeking for a long time. I have always been fond of creating new resources and learning. Consequently, the opportunity to broaden my horizons and prepare materials has struck a chord in me. In my humble opinion, this is the most enjoyable part of the course: learning and being able to put it in practice.

The whole course has undoubtedly triggered deep reflections upon my teaching practices and nurtured my creativity. Throughout it, I was able to recall myself in different situations in my journey as an ESL learner/ teacher. It enabled me to analyze situations from different perspectives and better understand things that at the time were not that clear in my mind or sometimes were not even noticed.

Gathering everything, I learned and the will of helping students communicate, "***Flying Colors***" was created. It aims at enabling learners to flourish, triumph regardless of the barriers. The material caters for students' needs as for to work on students' sense of achievement and self-esteem.

The work is composed of two independent units. Unit one targets adult students at the intermediate level of English (level B1 according to the Common European Framework of Reference for Languages) and addresses the issue of accessibility in sports as well as its importance.

Unit two aims at young adult/ adult students at the basic level of English (level A2 according to the Common European Framework of Reference for Languages) and tackles superstitions, beliefs and luck.

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Flying Colors

Author Thaís Felipe

Unit 1 - Sport must be for everyone!

1a. Talk in pairs:

Do you like sports?
 How often do you exercise?
 Which sports are the most appealing to you? Why?

Let's remember!

How often do you play...?

I always do it.

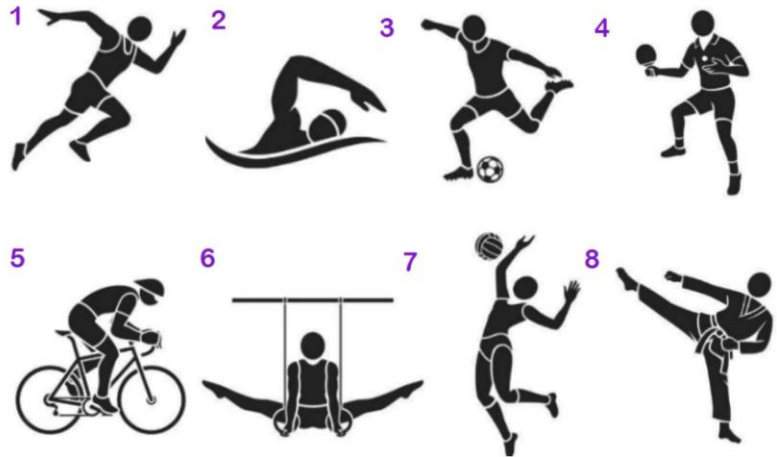
Once/ twice/ three times a week.

always 100%
 usually
 sometimes
 never 0%

1b. How many different sports can you name?

Look at the pictures below and write the names of the sports.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



1c. Add one more sport to the list.



1d. Look at the meme and answer:
 Do you or anyone that you know post their exercise routine online?
 Why do you think people do it?

1e. Observe the meme and find:
 - a sport _____
 - the verb used with it _____

Can we use "go" with other sports?

Answer No.

1f. Look at the tip box and add the sports from act 1b to the right box:

DO	GO <i>running</i>	PLAY
----	----------------------	------

Tip

- DO - individual sports
- GO - sports ending in -ing
- PLAY - team sports

1g. Check out the posters below. What do they have in common? In pairs, choose a poster and describe what you see. Have your partner discover which one you are talking about.

Ex.: St A: *In this poster, I can see a person playing/ doing...*

St B: Poster ...

A

SUMMIT ROCK
HALF MARATHON • 10K • 5K
DECEMBER 10, 2022 • SANBORN COUNTY PARK • SARATOGA

B

GAA
HANDBALL

**HEALTHY
HANDBALL**

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C

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**CASTLE HILL
GYMNASTICS**

MUST BE 18 YEARS OR OLDER.

1h. Complete the table below with the information about the posters.

	A	B	C	D	E	F
People who want to...	<i>go running</i>					
Where?	<i>Sanborn Country Park</i>					
When?	<i>December 10</i>					
How much?	-					

1i. Which activity best suits you? Why?

Listening

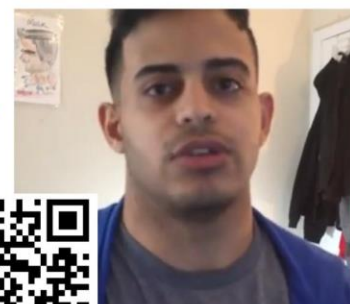
2a. Is it easy to choose a sport to play?

What things should be considered when making this choice?

2b. You will watch a video from a channel called **Superhuman Fitness**.

Click on the icon (▶) or scan the QR code and write below the 9 sports Mark mentions in the video.

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |



2c. Watch the video again and match the sentences below to the list of the previous exercise.

Which sport...

requires good shape and flexibility to be practiced?

is recommendable if you like water?

burns 1100 calories per hour?

improves spatial awareness?

does Mark like best?

doesn't burn a lot of calories?

is beneficial to your mind?

2d. Talk in pairs

Do you agree with Mark?

Why?/ Why not?

Speaking

- 3a.** Take a look at the conversation below and answer the questions in pairs.
 Who are the characters? Where are they?
 What sport do you think Jon is probably going to play?
 Do you know how to play it?



- Which expression did Jon use to invite Garfield?
 Do you know other ways to invite people?

- 3b.** Observe the expressions below and write them in the right category.

1. Sure! 2. Why don't we... 3. I'm sorry I can't. 4. Definitely!
 5. Sorry, I'm busy on... 6. What about (ing)... 7. That sounds great!

Useful expressions

INVITING

Let's play beach volleyball!

ACCEPTING

REFUSING

- 3c.** Imagine you chose one of the sports from activity 1d to practice.
 Follow the instructions below, call a friend and invite him/her to go with you.

Greet the person and ask to talk to your friend.


Greet your friend and ask if everything is ok.

Invite your friend to practice the activity chosen.

Respond to your friend's invitation.



 Arrange day/ time to meet

 Suggest a different day/ activity

Practice a bit more!
 Invite another friend to join you.



Reading

4a. What do the following pictures have in common?



4b. Is it easy for people with disabilities to practice sports? Discuss in pairs three difficulties you think the people in the pictures face when doing physical activities.

_____ / _____ / _____

4c. Read the article, check your answers and match the following titles to the corresponding paragraphs in the text.

MEDIA / ACCESSIBILITY / PSYCHOLOGICAL BARRIERS/
FINDING TRAINERS AND EQUIPMENT

What Are the Main Barriers People with Disabilities Face in Sports?

It's hardly news that even in the most progressive societies, people with disabilities face inequality in sport and physical activity. While, at the same time, 15% of the total world population has some form of limiting disability. That's between 110 and 190 million people!

Coincidentally, disabled people say that they run twice the risk of being physically inactive, compared to non-disabled people, all because of the many additional **hurdles** they encounter. Here is a rundown of what these common barriers to participation in sports are and why we must make the effort to break them all together.

1. _____ - Society perceives a person with some form of disability as someone who is incapable of doing things for themselves. This perception alone has a major negative impact on how successful a prospective disabled athlete may ever become.

That's why, if an individual is in need of assistance to perform certain daily tasks, to them this may feel like the **loss** of control and independence. The idea which may be **fueled** by the fact that many people see disabled people as non-productive members of society. (False!)

Oftentimes, it forces people with disabilities to feel guilty for not being able to perform exactly the same as everyone else, at which point they might even stop asking for help. All because any such request may be seen as an act of weakness. This can lead to lowered self-esteem and even depression. And this a serious barrier, given that we all need confidence to succeed as athletes.

2. _____ - A person with a disability often needs a ride from a family member or a friend to participate in activities outside their homes. This often makes them dependent on a goodwill and availability of their family and friends, and awareness of society around them to respect their vehicle

But, while the problems with transport availability (if there are any) can be overcome, further problems of accessibility still remain. Many buildings, especially older ones, were designed with non-disabled people in mind. And that is the sad truth.

In some countries, even newer buildings have **wheelchair** ramps which are not built in accordance with accepted standards. It makes disabled people feel unwelcome and may put them off sport altogether.

3. _____ - Still a very low number of people take part in sport competitions. Many governments find out that training guide runners for people with visual impairments or a person with enough knowledge to train wheelchair users, for example, can be a complicated and time-consuming task.

And there you have it: there are simply not enough well-trained professionals for people with additional needs.

The same goes for the sports equipment that is adapted for use by athletes with a disability. The lack of such equipment can easily become a barrier to participation, since its cost is often too high and not all families can afford to buy it, and governmental funds are often low to non-existent.

4. _____ - In order to change the very perception about sport for people with disabilities, the topic must receive enough media coverage. Many people prefer to live in an alternate universe where such a thing doesn't even exist, and the lack of information only nurtures this **misconception**.

It's crucial to raise awareness and create role models that can inspire future athletes to achieve their full potential and inspire others to dream big.

It's true that these days, the Paralympic Games receive a good amount of coverage. Though still not enough, compared to that of the Olympic Games.

Also, the language media uses often leaves much to be desired. For example, newspapers try to hide obvious disabilities when taking photos of the participants or portray disabled athletes as extraordinary heroes as opposed to what they are – just athletes. And sadly in doing so, they contribute to the existing division into 'us' and 'them'.

(...)

To make real change happen we all need to stay committed to removing the stereotypes that exist for disabled people in sport and physical activity.

When sport becomes much more inclusive, hopefully more people will become active. And it's better if this starts early. This means that early on children with disabilities should be included in physical education to the fullest possible extent, as well as they should have equal access to different sporting activities, play and recreation.

Sport is a uniting and transformative tool which can empower people with disabilities, give them an opportunity to embrace new skills, social networking, and leadership experience.

Equal sports-based opportunities in a more open-minded society will help remove stigma and boost confidence of so many people around the world. And that's something worth looking forward to.

(...)

<https://verv.com/what-are-the-main-barriers-people-with-disabilities-face-in-sports/>



4d. In your opinion, which is the most difficult barrier ?

4e. Match the highlighted words in the text to their meanings:

	to supply a system with a substance that can be burned to provide power
	a problem that you have to deal with before you can make progress
	a chair on wheels that people who are unable to walk use for moving around
	an idea that is wrong because it has been based on a failure to understand a situation
	the action or state of not having or keeping something any more

4f. Discuss in groups

Are the buildings in your neighbourhood well designed from the point of view of wheelchair access?

What are the most common misconceptions about disabled people?



Use of English

5a. Observe the sentences below and complete the activity with the verbs in bold.

That's why, if an individual is in need of assistance to perform certain daily tasks, to them this **may** feel like the loss of control and independence. (line 14)

In order to change the very perception about sport for people with disabilities, the topic **must** receive enough media coverage. (line 44)

This means that early on children with disabilities should be included in physical education to the fullest possible extent, as well as they **should** have equal access to different sporting activities, play and recreation. (line 62)

This **can** lead to lowered self-esteem and even depression. And this a serious barrier, given that we all need confidence to succeed as athletes. (line 19)

Modal Verbs - CAN/ MAY/ MUST/ SHOULD

We use _____ to express the idea of **obligation**.

We use _____ to express to **suggest/ give advice**.

We use _____ and _____ to express the idea of **possibility**.



PAY ATTENTION!

must + not = prohibition
(mustn't)

*We **must not** park in disabled parking bay.*

5b. Complete the tweets below with CAN/ MAY, MUST or SHOULD:



W. Ron Adams
@WRonAdams

1

Hats off to @BryceWeiler & Anthony Iacovone for starting the Beautiful Lives Project to provide athletic opportunities for people with #disabilities. Playing sports help build self-confidence, as it did for me. Great story by @MacFarlaneNews and @CBSMornings! @CBSNews



Special Olympics
@SpecialOlympics

3

"People with disabilities play sports for the same reasons as people without disabilities: health, fun, friendship. But it is also a place where we be ourselves & grow at our own pace."



The Bureau of Chaserology
@chaser · Aug 25, 2021

2

Paralympics introduce new 'NDIS' sport where contestants jump through endless hoops to qualify



chaser.com.au

Paralympics introduce new 'NDIS' sport where contestants must jum...
Nothing can stop them now, besides the NDIS



Daniella Akellot
@DAkellot

4

Today is International Day for People with Disabilities. We wrote this children's book to promote inclusion of children with disabilities in sports. No child be left behind. Every child has a right to play regardless of their ability/disability.
#IDPWD

5c. Do you agree with tweet #3?

5d. Think of a sport you know well or do a quick search online. Complete the chart with the information about the sport you chose.

When playing/ going / doing _____, remember that...

You must...

You can/ may...

You mustn't...

A good _____ player/ practitioner should...

5e. Work in pairs. Read the sentences that you created in activity 5d. Don't mention the name of the sport. Let your friend identify which sport you are talking about. Compare the rules and suggestions by pointing out coincidences and differences.

Writing

6a. Do you watch the Olympic games? What about the Paralympics? Do you know the para athletes from your country?

Pronunciation

● the /θ/ sound



Listen and repeat.

athlete them both

these worth though

6b. Read the biographies below and complete the chart.

Alia Issa

In 2021 Alia Issa made history as the first woman para athlete to compete as one of the six members of the Refugee Paralympics team at Tokyo. The 20-year-old grew up in Greece as a Syrian refugee and is now competing in the women's club throw event on the world stage.

Issa contracted smallpox when she was four years old, leading her to be hospitalised and using a wheelchair as a result of long-term damage affecting her movement and speech. She was bullied at school because of her disabilities, but she says she is determined to show women with disabilities and women refugees the opportunities that can come through sports.



Find more about Alia →



Ntando Mahlangu



Ntando Mahlangu is a rising star of South African para athletics. He won the World Championships of his track race, the 200 metre sprint in 2019, and has so far already picked up a gold medal in the men's long-jump at Tokyo 2020.

Mahlangu, 19, was one of nine global Paralympians to feature in the Netflix documentary about the founding of the Paralympic Games, *Rising Phoenix*. In the film, he describes the difficulty of being born with congenital limb deficiency and having both his lower legs amputated at age 12, while growing up in rural South Africa.

"Usually back in the rural areas they would take the children and they would put them away, because the family thinks it's a curse or something, to have a disabled child," Mahlangu said. Getting prosthetic legs was a game changer for him, however, and he started running – now he wants to change attitudes and is using his platform to raise awareness.

↑ Find more about Ntando

Abbas Karimi

Abbas Karimi, 24, has faced some huge challenges in his life. He was born without arms and diagnosed with congenital limb deficiency in Kabul, Afghanistan. Due to insecurity his family fled Afghanistan when he was 16 and he lived in four different refugee camps before settling in the US.

Karimi has said that his family were very worried about his future when he was born but he discovered swimming when he was 13, after his brother built a pool near where they lived, and he fell in love with it. He continued to swim and train once he was in the US. "This is my freedom and I [feel] reborn every time I jump in the water," he said.



Find more about Abbas →



Paralympic Athletes Fact File	Alia Issa	Abbas Karimi	Ntando Mahlangu
Age			
Sport	<i>club throw</i>		
Nationality			
Achievements			<i>the first refugee athlete to win a medal at a swimming competition</i>
Interesting facts			

6c. Which is the most inspiring story?

Do you like to read texts like these?

6d. Observe the biographies you read and mark T (true) or F (false).

- Biographies don't need to be written in a chronological order. ()
- They must be written in the third person (he, she). ()
- They are fictional. ()
- Images can't be included. ()
- They show us how people can impact the world. ()

6e. Use everything you learned throughout the lesson and write an inspiring **biography**.

You may use activity **6b** to help you. Write about 80/100 words.

A **biography** is a detailed third person account of another person's life story. It contains basic information about the subject's life—like their place of birth, education, and interests. A biography may also chronicle relationships with family members, as well as major events in the subject's childhood and how those influenced their upbringing. A biography details the various accomplishments and life events of a real person.







TIP

Use time prepositions to help you organize your writing:
after that, later, then, during

Blue-Sky Thinking - Teacher's Guide

1. Getting to know the material

Reading	The reading comprehension task (pre, while and post activities)
Listening	The listening comprehension task (pre, while and post activities)
Speaking	This is the moment where students are asked to talk. There may be only simple questions to discuss or a task that usually involves making decisions. And exchanging opinions. The aim is to have students talk as much as we can.
Use of English	In this section grammar is introduced inductively. Students are led to think about what they have been exposed to throughout the lesson.
Writing	This is the writing task. The moment where students are asked to write about the topic of the lesson. Students are also encouraged to publish their work online.

	It shows tips/ suggestions to help students/ teachers. It may appear in any of the sections listed above.
	It appears in the self-assessment. At the end of every unit, students are asked to think about their performance and what they have learnt.
 	These icons will only appear in the teacher's guide providing suggestions of extra activities and additional information about a certain topic.

Patterns of interaction

TS	Teacher- students	WG	Students work as a whole group
IND	Individual work	MGL	Students mingle
PW	Pair work	SS	Student - student

Planning your lessons




Unit 1 - Sport is for everybody.

Before we start:


Main aim	To enable students to: <ul style="list-style-type: none"> - talk about sports. - talk about exercising routine, likes and dislikes. - write biographies
Subsidiary aims	Grammar: Modal verbs Listening: A video Pronunciation: athlete /θ/ Reading: an article and biographies Vocabulary: misconception, wheelchair, loss, fueled, hurdles
Function	Inviting people to do something/ accepting / refusing



Lesson Plan:


Stage	Patterns of interaction	Procedures
Warm-up	T-Sts PW WG GW	<p>Books closed. T. writes “sports” on the board and ask sts what comes to mind when they think of it. Sts come up with their own contributions. Invite them to write on the board.</p> <div style="background-color: #ffffcc; padding: 5px; border: 1px solid black;"> <p>Tip! This brainstorming can be done as a mindmap on the board or as a word cloud. Mentimeter is an excellent tool for that! https://www.mentimeter.com/login</p> </div> <p>Act 1a. T. asks students to answer the questions in trios. Refer sts to the “Let’s remember” box. Recycle the content by eliciting from sts. If necessary, give other examples and write them on the board. Drill sts. Round off by eliciting answers.</p> <p>Act 1b. Challenge sts by asking them how many sports they can name. Sts look at the pictures and write the name of the corresponding activity. Paircheck. Classcheck.</p>
Vocabulary		<p>Key:1. running 2. swimming 3. football 4. table tennis 5. cycling 6. gymnastics 7. volleyball 8. judo</p>

	<p>T-Sts PW WG GW</p>	<p> The first part of act 1b can be done as a competition. Divide the group into teams. Give them a certain time to write down as many sports as they can. The winner is the team with the longest list.</p> <p>Act 1c. Ask sts to add one more sport to the list.</p> <p>Act 1d. Ask <i>What type of picture is this? Where can we find it?</i> If sts are not able to answer tell them it is a meme.</p> <p> A meme is an amusing or interesting item (such as a captioned picture or video) or genre of items that is spread widely online especially through social media. Taken from tps://www.merriam-webster.com/dictionary/meme</p> <p> If time allows, the teacher may ask sts to share their favourite memes with the group in order to maximize sts speaking opportunities. Sts may their own devices to show it.</p> <p><i>Ask sts What's funny about it? Do you agree with it?</i> Ask sts to discuss the questions in groups of 3. Classcheck by asking sts' opinions.</p> <p>Act 1e. Elicit answers from sts. Key: running / go</p> <p>Refer sts to the rectangle and have them reflect upon the question. Ask if they know why it is not possible.</p> <p>Act 1f. Refer sts to the tip box and tell them we may use three different verbs depending on the activity we are talking about. Make sure sts understand the concept of individual x group sports. Give examples and clarify any doubts sts may have. If the teacher feels appropriate, drill them by saying a sport and having sts answer with the chunk <i>verb + sport</i>.</p> <p>Drills (model it first): T: running Sts: <i>Go running</i> T: <i>Gymnastics</i> Sts: <i>Do gymnastics</i> Change prompts.</p> <p>Have sts match the sports to their verb collocations. Paircheck. Classcheck. Key: do - gymnastics/ judo <i>go - running/ swimming/ cycling</i> <i>play- football/ table tennis/ volleyball</i></p>
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		<p>Act 1g. Ask what all the pictures have in common. In pairs, sts choose a poster and describe what they see. Their partner has to discover which one they are talking about. Monitor. To round off ask a volunteer to do it one more time so that the whole group could answer.</p> <p>Act 1h. Sts complete the table with the information of the posters. Key: B. play handball/ GAA club/ -/ - C. go swimming/ Soldiers Field House Pool/ Sundays 10 AM/ Free D. go dancing/ Health Resort Centre/ Wednesday 29 June from 5:45 to 7:15/ £4, 50 for two classes. E. do judo/ Touch Point Judo Academy - St John Bosco College / September 2021 - Tuesdays and Saturdays/ 3 months club membership free F. do gymnastics/ Castle Hill Gymnastics/ Tuesdays and Thursdays/ -</p> <p>Act 1i. Sts discuss the question in pairs. Monitor. Work on emergent language and give feedback on sts productions.</p>
Listening	T- Sts PW WG	<p>Act 2a. Ask: <i>Is it easy to choose a sport to play?</i> Give sts some time to answer the second question individually. Then, ask them to compare their answers in pairs.</p> <p>Act 2b. Refer sts to the picture and tell them, that man is Mark and that he has a You Tube Channel called Superhumam Fitness. Ask sts <i>In your opinion, what kind of person watches Marks videos? What type of topics do you think he talks about?</i> Students watch the video and write the nine sports Mark mentions in the video. Paircheck. Classcheck. Key: 1. swimming 2.tennis 3. skiing 4.running 5.volleyball 6. gymnastics 7. basketball 8. soccer 9. mma</p> <p>Act 2c. Tell sts they will watch it again but now they will match the sentences to the sports. Sts write the numbers of the sports from the previous activity. Paircheck. Classcheck. Key: 5 1 2 6 7 4 3</p> <p>Act 2c. Students discuss the question in pairs. Classcheck.</p>
Speaking	T-Sts PW WG	<p>Act 3a. Ask <i>What type of text is that? Where can we find it?</i> If sts are not able to answer tell them it is a comic strip. Ask if sts know any comic strips names.</p> <div data-bbox="694 1691 805 1803" style="display: inline-block; vertical-align: middle;"> </div> <div data-bbox="821 1675 1497 1809" style="background-color: #e0f2f1; padding: 5px; display: inline-block; vertical-align: middle;"> <p>A comic strip is a group of cartoons in narrative sequence. Taken from https://www.merriam-webster.com/dictionary/comic%20strip</p> </div> <p>Sts answer the questions in pairs. Classcheck. Key: Garfield and Jon. / At the beach. Beach volleyball/ beach soccer. Open answers. Let's play... Open answers.</p>

	GW	<p>Act 3b. Refer sts to the chart. Ask them to read and try to write the expressions in the right category. Classcheck. Clarify doubts.</p> <p>Drills (model it first): <i>T: go cycling/ why</i> <i>S: Why don't we go cycling?</i> <i>T: go cycling / let's</i> <i>S: Let's go cycling!</i> <i>T: go cycling/ what</i> <i>S: What about going cycling?</i></p> <p>Change prompts.</p>
	T-sts GW PW WG	<p>Act 3c. Sts choose one of the sports from act 1d and role-play the dialogue. Model with a student first. Monitor and take notes for feedback. Invite some pairs to role play to the rest of the group.</p> <p> Tip! Ask a pair to act out the dialogue without reading or just looking when it's really necessary (adding some challenge)</p>
Reading	T-Sts PW WG GW	<p>Act 4a. Ask sts to look at the pictures and elicit the answer to the question. Key: We can see disabled people practicing sports in all the pictures.</p> <p>Act 4b. Refer sts to the title of the text. In pairs, sts discuss and list three difficulties they think people with disabilities face when doing physical activities.</p> <p>Act 4c. Sts read the article, check if the items they wrote in the previous activity was mentioned and match the titles to the corresponding paragraphs in the text. Paircheck. Classcheck. Key: 1. Psychological barriers 2. Accessibility 3. Finding trainers and equipment 4. Media</p> <p>Act 4d. Sts discuss the question in pairs. Monitor.</p> <p>Act 4e. Refer sts to the highlighted words in the text and have sts write the words next to their meanings. Paircheck. Classcheck. Key: to fuel/ hurdles/ wheelchair/ misconception/ loss</p> <p>Act 4f. Sts discuss the questions in groups.</p>
	T-sts	<p>Act 5a. Sts observe the sentences and complete the sentences in the grammar box on their own. Classcheck. Give other examples. Key: must - should - can/ may</p>

Use of English	GW PW	<p>Refer to the Pay attention box and go through it with sts. Ask them to give other examples with the modals. Write them on the board. Drill them.</p> <p>Act 5b. Refer to the prints and ask: What are these? (tweets) Where do you expect to see them? (In a social network website/ Twitter). What are they about? (Sports/ disabilities.) Sts complete the tweets with the appropriate modal verb. Classcheck. Key: 1. may/ can 2. must 3.should - can 4.should</p> <p>Act 5c. Sts discuss and give their opinion about tweet #3.</p> <p>Act 5d. Have sts think of a sport they know well and complete the sentences.</p> <p>Act 5e. Sts work in pairs. Ask them to read the sentences from the previous activity. The other st has to identify which sport it is. Ask them to compare the rules and suggestions by pointing out coincidences and differences.</p>
Writing	T-Sts PW WG GW	<p>Act 6a. Draw the symbols of the Olympic and Paralympic games on the board. Ask sts if they know what they represent.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Olympics</p> </div> <div style="text-align: center;">  <p>Paralympics</p> </div> </div> <p>Sts discuss the questions in trios. Round off by asking their opinions.</p> <p>Refer sts to the pronunciation box. Conduct a repetition drill and elicit more words with the same sound. Write the contributions on the board.</p> <p>Act 6b. Sts read the biographies and complete the chart. Key: Alia Issa - 21 yrs old/ Syrian/ first woman para athlete to compete as one of the six members of the Refugee Paralympics team- open answers Abbas Karimi- 19 yrs old/ 200m sprint and man long jump/ South African/ gold medal at Tokyo 2020/ open answers Ntando Mahlangu-24 yrs old/ swimming/ Afghan/ open answers</p> <p>Act 6c. Sts discuss the questions in pairs.</p> <p>Act 6d. Have sts observe the biographies and mark true or false. Paircheck. Classcheck. Key: 1. false 2. true 3. false</p>

		<p>4. false 5. true</p> <p>Act 6d. Elicit the characteristics of the text genre biography. Refer to the Tip box and exploit it. Sts should write an inspiring biography.</p> <div style="display: flex; align-items: center;">  <div style="background-color: #fff9c4; padding: 5px; margin-left: 10px;"> <p>As for maximizing sts' learning opportunities encourage them to post at Padlet. This way readers can post comments and give feedback.</p> </div> </div>
Self-assessment	T-sts Ind	Ask students to reflect upon their performance and what they have learnt in the unit.

Unit 2 - Are you superstitious?

1a. Match the underlined expressions (b, c, f and g) to the pictures.

- a. meeting a black cat
- b. spilling salt
- c. walking under the ladder
- d. number 13
- e. opening an umbrella indoors
- f. wishing on a shooting star
- g. knocking on wood
- h. _____



1b. In pairs, talk about the meaning of the superstitions above. Are they common in your country?

> Write another superstition in letter h.

> Are they related to good or bad luck? Mark + or -.

Listening

2. Look at the image below and predict what you will see in the video. Click on the icon (▶), watch the video up to 2:45, check your predictions and do the activities:



2a. Which superstitions from number 1 were mentioned in the video?

If you prefer, scan the the code and watch it in your gadget.



2b. Mark T (true) or F (false):

1. Superstitions are based on science. ()
2. The number 13 is associated with the number of people in the Last Supper. ()
3. Buildings all over the world skip the 13th floor. ()
4. All superstitions are based on religion. ()
5. Americans fear the number 17. ()
6. In Asian culture, the number 4 is considered unlucky. ()

c. What surprised you the most about the video? Why?



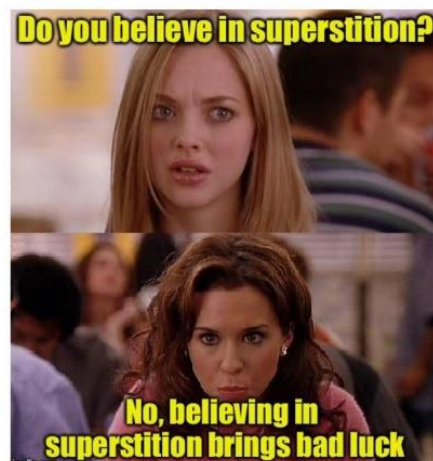
Speaking



A. Discussion

3. Look at the picture.
What's funny about this meme?

3a. Look at the expressions below and write them in the correct column.



1. I totally agree. 2. I reckon (that)... 3. I'm not so sure about that.
4. Definitely! 5. In my opinion... 6. Absolutely! 7. I don't think so!

Useful expressions

Giving opinions

Agreeing

Disagreeing

b. Add one more expression to each category.

3b. Listen and repeat.

3d. Use the expressions from the box to express your opinion.



Do you believe in superstitions? Why? Why not?

4. Look at the picture of a website and answer in pairs.

What type of website is this?

What's the topic of the post?

Do you agree with **Sujit Meledath's** comment?

What about **Charles Jameson's** comment?

Are horoscopes also superstition?

Quora

Q Search for questions, people, and topics

Who believes in horoscopes? Why?



Sujit Meledath

Vedic Astrologer (2008–present) · Author has 3.5K answers and 1.2M answer views · 4y

Yes you can believe in horoscopes. It is the interpretation that goes wrong with astrologers. So people lose trust. Personally I have full belief in astrology.

You can visit my blog to read feedback of people.



Charles Jameson · Follow

1y

Do you believe in a daily horoscope?

No!

They are trash. Pure and simple ... **trash.**

Sure, they might be entertaining, distracting and sometimes funny.

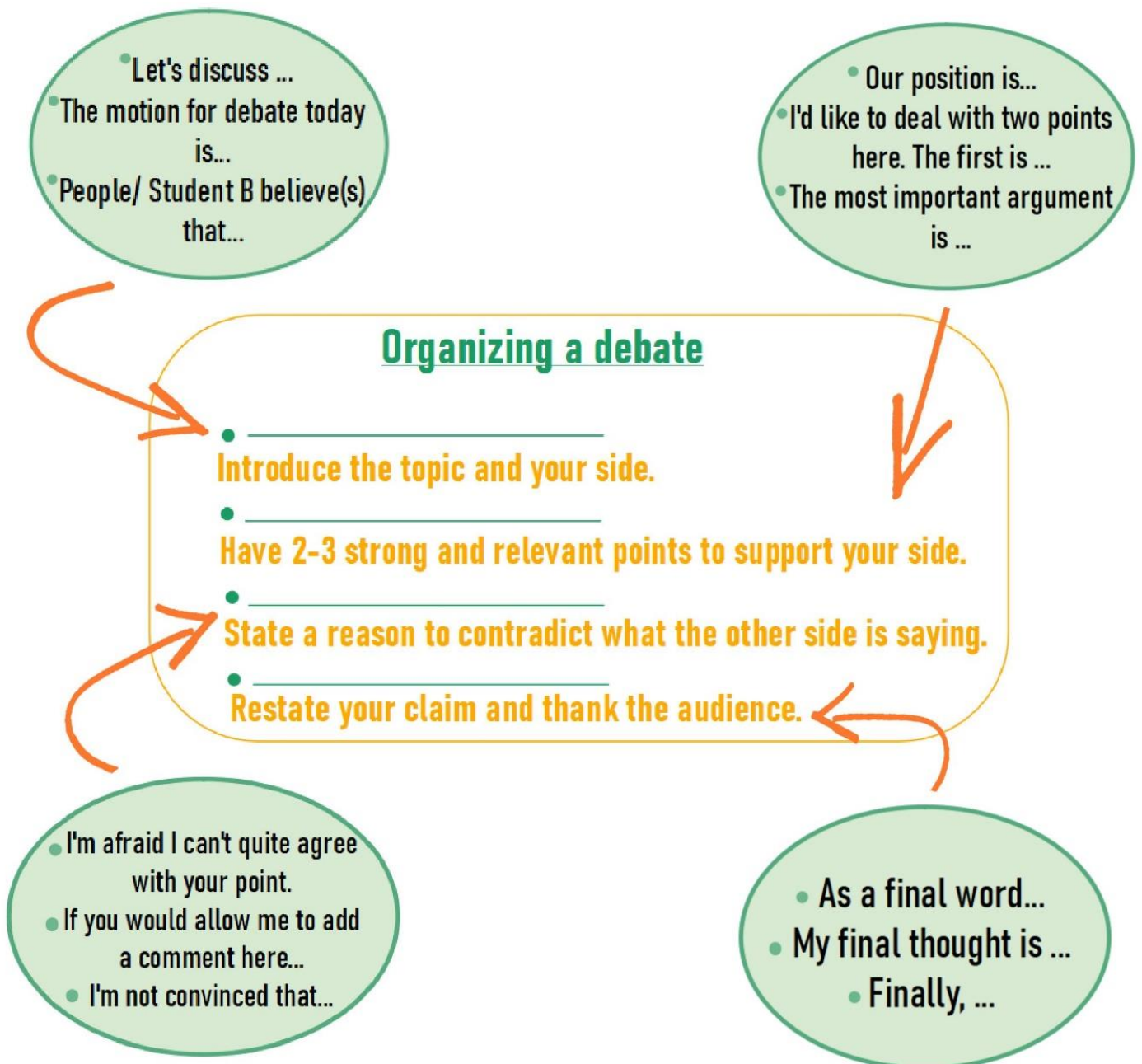


2



<https://www.quora.com/Who-believes-in-horoscopes-Why>

5c. When debating, we may follow different structures. Look at the chart and at the examples of useful language. Complete it with REBUTTAL, INTRODUCTION, CONCLUSION and SUPPORT YOUR IDEA



5d. Let's debate!

Use your notes and the examples given in the previous activity to organize your ideas and get prepared. Follow the structure in the chart and debate.

Reading

6a. Are you a lucky person? Who is the luckiest person you know?

6b. Read the texts about luck and match them to the pictures:

Enjoy these short, true stories that celebrate luck, coincidence, and the joy of being in the right place at the right time.

1. A RIDE IN A COP CAR

Some 60 years ago, I left Tokyo, Japan, to live in a small town in Oklahoma. One day, I took the bus to go shopping but ended up with quite an armful of packages. I thought it best to take a taxi home. Within a short time, it appeared my ride had pulled over. I gave the driver my address and off we went. The driver even helped me carry my packages into my apartment. "What do I owe you?" I asked in my then broken English. "Not a dime, Miss," he replied with a big smile. "I'm a police officer."—*Fumiko Cascio, San Diego, California*

2. SS SERENDIPITY

In July 1915, Henry and his eight-year-old daughter, Pearl, were excited for the company outing the next day. That evening, Henry had a violent argument with his landlord, ending with the landlord spitting on a painting of the Virgin Mary. Henry was so upset, he fell ill and canceled their trip. He and Pearl missed the cruise on the SS Eastland, which sank with over 800 people on board—but not my future grandfather and mother. Thanks to that miracle argument 100 years ago, 22 descendants are alive today.—*Vernon Magneseen, Elmhurst, Illinois*

3. AN ANGEL WITH A DONUT

Several years ago, my tire went flat while I was driving with my young son asleep in the backseat. It was a heavily traveled road, so I pulled over. I looked in my rearview mirror and saw that a man had pulled up behind me. He offered to help. As he installed the donut, we talked. He explained that he was from a long distance away. His face was kind, his voice gentle. My son awoke, and I went to care for him. When I looked back, the man was gone. Do angels walk the earth? I believe they do.—*Mary Beth Asenio, Timberlake, Ohio*

<https://www.rd.com/list/stories-about-luck/>

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6c. Reread the texts and correct the sentences:

- Fumiko took the bus to go to work. _____
- Nobody gave Fumiko a ride. _____
- Henry had a meeting with the landlord. _____
- Mary had a problem with her car several years ago. _____
- Mary was alone. _____



Which is your favorite story? Why?

Use of English

7. The following sentences were taken from the stories about luck.

Read them and answer:

"Some 60 years ago, I **left** Tokyo, Japan. (..)"

"One day, I **took** the bus to go shopping but **ended up** with quite an armful of packages."

"I **thought** it best to take a taxi home. Within a short time, it **appeared** my ride had pulled over

- Who are these sentences about? _____
- Is Fumiko leaving Tokyo now? _____
- Does she take the bus to go shopping nowadays? _____
- Do the sentences refer to actions in the present, in the past past or in the future? _____



e. Circle the correct word:

We use the Simple Past Tense to talk about something that happened in the past /present.

- + Some 60 years ago, I **left** Tokyo, Japan to live in a small town in Oklahoma.
- I **didn't leave** Japan 2 years ago.
- ? **Did you leave** your hometown?
Yes, I did./ No, I didn't.

f. Observe the example and complete the rules:

did + subj. + verb (base form)
did not + verb (base form)
verb in the past

- + _____ *verb in the past*
- _____
- ? _____

7b. Read another story about luck and complete it with the right verb in the Simple Past.

turn notice win be wonder (2x) find (2x) bother make return

Penny in the pocket

One day, on a walk, I **noticed** a penny on the ground. I _____ (neg) to pick it up, and that _____ me wonder why. Because the sum _____ so insignificant? I _____, "What would I do if I found \$20? Just keep walking?" Sure enough, I _____ the corner and there lay \$20. Long story short, I _____ its owner and

_____ it with a smile. And then a few hours later, I _____ \$25 on a scratcher. With my pockets a little deeper, I then _____, "What would I do if I _____ \$1,000,000?" I'll let you know.—*Charlotte Stevens, Ellwood City, Pennsylvania*

7c. Think of a moment in which you were lucky.

Answer the questions:

1. When did it happen? _____
2. Who were you with? _____
3. Where were you? _____
4. What happened? _____
5. How did you feel? _____

7d. Share your story with your friends.

Last week I was...with my...
I bought/ went/ saw/ ...

Really?!/ Wow!/
How lucky!

Writing



Preparation

8a. Read the paragraph and answer the questions.

The cat that knew

When my son was two years old, our cat scratched him over his eye. I immediately brought him to the doctor, and during the examination the doctor said he felt a bump under the scratch. He advised that an X-ray be taken. The results showed a lump the size of a walnut and although not cancerous, if left alone, could cause problems. Of course, the doctor removed it. Thanks to the scratch, we don't want to think of what might have happened.—*Jean DeLia, Lady Lake, Florida*

1. Who are the people involved in the story? _____
2. Where did it happen? _____
3. When did it happen? _____
4. What happened? _____

8b. Use everything you learned throughout the lesson and write a **blog entry** on a website sharing a lucky/ unlucky story.

You may use activities 9, 10 and 11 to help you.

Write about 60/80 words.

A blog entry is a post that you write on a blog. It can include content in the form of text, photos, infographics, or videos.





A large rectangular area with a yellow border, containing 15 horizontal lines for writing a blog entry.

8c. After writing your blog entry, post it to a collaborative webpage. Take the opportunity to read your classmates' stories, interact and give them feedback on their productions.

Self- Assessment

Choose the emoji that best represents how you feel about your performance throughout the unit.

Now I can...	 I can't do it yet.	 I can do it better.	 I can do it well.
Talk about superstitions.			
Talk about luck.			
Discuss and give my opinion about something.			
Have a debate.			
Read stories.			
Talk about things that happened in the past.			
Write a blog entry.			



Unit 2 - Are you superstitious?


Before we start:

Main aim	To enable students to: <ul style="list-style-type: none"> - talk about social superstitions. - talk about things that happened in the past. - write a blog entry
Subsidiary aims	Grammar: Simple Past Tense Listening: A video Pronunciation: Expressions to give opinion/ agree/ disagree Reading: Stories related to luck. Vocabulary: spilling salt, ladder, shooting star, to knock
Function	Language for giving an opinion, agreeing/ disagreeing, debating

Lesson Plan:

Stage	Patterns of interaction	Procedures
Warm-up	T-Sts PW WG	<p>Books closed.</p> <p>Teacher shows a picture of a broken mirror or draws it on the board and asks students <i>What's this? / What words do you associate with this image?</i></p> <p>Teacher draws a mind map and write students contribution on the board.</p> <p>Ask students: <i>What do you think our lesson will be about?</i></p> <p>Have them open their books.</p> <p>Act 1a. Sts match the underlined expressions to the pictures. Paircheck KEY: f/ b/ g/ c</p> <p>Classcheck by asking the order of the letters.</p> <p>1b. Sts talk in pairs about the superstitions listed. Have them add another one to the list and mark <input type="checkbox"/> if the superstition is related to good luck and <input type="checkbox"/> if it refers to bad luck.</p> <p>KEY: <input type="checkbox"/> f/g <input type="checkbox"/> a/b/c/d/e</p>

		 <p>Sts may build a collaborative document (Jamboard/ Padlet) and post the superstitions they added to the list. They may also vote for the most common ones.</p>
Listening	GW	<p>Act 2. Ask sts to work in trios. Sts look at the image and predict what they will see in the video.</p> <p>2a. Refer sts to activity A. Sts watch the video and check their predictions and also which superstitions from #1 were mentioned.</p> <p>Check answers in groups. Classcheck. KEY: a, e, d and g</p> <p>2b. Have sts read the sentences. Sts watch the video again and mark True or False. Classcheck.</p> <p>KEY: F, T, T, F, F and T</p> <p>2c. Students discuss the question in trios. Round off by asking sts' opinions.</p>
Speaking	T- Sts PW WG	<p>Act 3. Refer to the picture and ask: <i>What is it? Where do we usually see it? What's funny about it? Do you agree with it?</i></p> <p>3a. Have sts write each expression in the correct category. Classcheck. KEY: Giving opinion- 2/5 Agreeing - 1/4/6 Disagreeing - 3/7</p> <p>3b. Sts listen and repeat.</p> <p>3d. Refer sts to the question and have them express their opinions using the expressions from the box. Sts work in trios. Work on emergent language and give feedback on sts productions.</p> <p>Act 4. Sts answer questions about the picture. Key: 1. Questions and answers. 2. Horoscopes. 3/4/5 - Open answers.</p> <p> Quora is a social question-and-answer website based in Mountain View, California. It was founded on June 25, 2009, and made available to the public on June 21, 2010. Users can collaborate by editing questions and commenting on answers that have been submitted by other users.</p>

Speaking	T- Sts PW WG	<p>Taken from https://en.wikipedia.org/wiki/Quora</p> <p>Round off by asking sts' opinions</p> <p>Act 5a. Have students use their own devices and look for arguments to support and contradict the statement. Ask them to take notes in the space provided.</p> <p>Act 5b. Students flip a coin and decide who is going to be against or in favor of the topic. Once students have decided, it's time for them to think of the possible counterarguments they may use in their favour. Students may use the space provided to make notes.</p> <p>Act 5c. Refer sts to the chart and have them connect the parts of a debate to its explanation.</p> <p>KEY: introduction/ support your idea/rebuttal/ conclusion</p> <p>Act 5d. Sts act out the debate.</p> <p> While students debate, take notes of good or bad uses of language. Afterwards, provide them with feedback. This is a good way to raise student's awareness to their production.</p>
Reading	Ind T-sts GW PW WG	<p>Act 6a. Students answer the questions in pairs. Accept students contributions.</p> <p>Act 6b. Ask students to read the texts and match each of them to the pictures Classcheck.</p> <p>Key: 3/ 1 /2</p> <p>Act 6c. Have students read the text again and correct the sentences. Paircheck and then, classcheck.</p> <p>Key: a. Fumiko took the bus to go <u>shopping</u>. b. A <u>police officer</u> gave Fumiko a ride. c. Henry had <u>an argument</u> with the landlord. d. Mary had a problem with her cart several <u>weeks</u> ago. e. Mary was with <u>her son</u>.</p> <p>Elicit from students which story they liked the most.</p>
Use of English	Ind T-sts GW WG	<p>Act 7. Students answer the questions. Classcheck.</p> <p>Key: a. About Tomiko. b. No, she isn't. She left Tokyo 60 years ago. c. No, she doesn't. d. In the past.</p> <p>Refer students to the green box. Ask them to circle the correct option.</p> <p>Key: e. in the past</p> <p>Ask students to complete the rules.</p> <p>Key: f. did not + verb (base form)</p>

		<p>did+ subject + verb (base form)</p> <p>Act 7b. Students read the text and complete it with the right form of the verbs given.</p> <p>Key: noticed/ didn't bother/ made/ was/ wondered/ turned/ found/ returned/ won/ wondered/ found</p> <p>Act 7c. Students think of a moment in which they were lucky and answer the questions.</p> <p>Key: Open answers.</p> <p>Act 7d. Students share their stories in pairs. Encourage them to respond to their friends stories and ask follow up questions. Round off by eliciting some contributions. Give feedback.</p>
Writing	T- Sts PW GW WG	<p>Act 8a. Ask students <i>In your opinion, which type of information is crucial in order to tell a story?</i> Write their contributions on board. Have students answer the questions about Jean DeLia's story. Paircheck/ Classcheck.</p> <p>Key: 1. Jean DeLia and her son. 2. Lady Lake/ Florida. 3. When her son was two years old. 4. She discovered her son had a lump on his face thanks to a cat scratch.</p> <p>Ask students to check whether any of the information they mentioned appeared in the story.</p> <p>When classchecking take the opportunity to explore all the features of the genre. Ask about the writers, their opinion, if the sts used to do those things when they tell stories as well. The aim is to maximize students' learning opportunities.</p> <p>Act 8b. Ask students where we may find stories like the ones we read throughout the lesson. Refer them to the attention icon and work on the genre. Tell students they will write a blog entry sharing a lucky/ unlucky personal story</p> <p>Act 8c. Tell students they will post their stories to a collaborative webpage. Encourage them to read their classmates' stories, interact and give them feedback.</p>

Rationale

Flying Colors was framed in view of the Communicative Language Teaching (CLT) and Critical Literacy (CL). The material aims at enabling students to communicate and comprehending the world through exposure to meaningful task-based activities. Such activities were designed in a way to promote critical thinking and cater for students' needs.

All the tasks were planned in the light of the function rather than the form. "CLT focuses more on content than on form." (HARMER,2012, p.85) Learning how to communicate goes beyond learning structures and norms. Grammar rules are a means towards a major goal which is getting a message across.

An equally significant aspect of *Flying Colors* is that all the material is authentic which exposes students to real language in use. "Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use" (RICHARDS; RODGERS, 2002, p.161).

Flying Colors was also designed in order to foster students' communicative competences. The central point is "the use of language and its meaning for the people who are in the context where it is used." (Spratt; Pulverness; Williams, 2011). Learning a language also means to adapt to different registers as for to achieve the reader/ listener. By the same token, students need to achieve specific genres, respecting their utterances coherently. Richards (2006) analyzed the major aspects of language knowledge:

"Knowing how to use language for a range of different purposes and functions; Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); Knowing how to produce and

understand different types of texts (e.g., narratives, reports, interviews, conversations); Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).” (RICHARDS, 2006)

The units were designed in order to promote a reflection on their community so that students feel part of it. There must be a meaning. Students must be agents of their own learning “who are led to appropriate is/her own educational process. Only through this involvement, one can be conducted to critical reflection upon his/her culture and everyday life, hence taking him/her to question his/her own condition” (FREIRE, 1970 - apud MATTOS; VALÉRIO, 2010, p.141). To this end, all topics are covered from a broader to a more focused way which enables students to voice concerns and tackle issues from a personal and unique perspective. Unit 1 covers the topic of sports and exposes students to issues such as health habits, disabilities and inclusion. Unit 2 tackles superstitions, beliefs and luck.

As *Flying Colours* place students in the center of the learning process, teachers play the role of facilitators most of the time. In addition, teachers should guide students to find their own way to learning successfully. (BROWN, 1994, p. 167-168). Teachers should guide learners through obstacles and provide enough scaffolding so that students achieve the communicative goals rather than assume the position of knowledge owners/ givers.

“The Teacher has two main roles: the first role is to facilitate the communication process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group...These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within classroom procedures and

activities...”(CANDLIN, 1980 apud RICHARDS; RODGERS, 2002, p.155).

Aiming at providing activities to work on the four skills: listening, reading, speaking and writing, the units are divided into sections which are named after each ability. Each unit starts with a series of warm-up activities which attempts to set the context for the unit and activate student's background knowledge of the theme. Although all the four skills are tackled throughout the units, speaking activities were spread all over it as for to maximize students' speaking opportunities. This way we can see that the aforementioned activities shouldn't be dealt with in isolated blocks. On the contrary, they are intrinsically intertwined and complementary to one another. Similarly, “in meaningful communication, people employ incremental language skills not in isolation but in tandem” (HINKEL, 2006).

The teacher's guide aims at providing all the necessary information about the lessons as well as background information and tips which may expand practice and provide learners with a wider range of activities. In addition, it points out several patterns of interaction. There are activities to work At the beginning of the guide, there is a chart signaling and explaining the different icons and sections that will be found throughout the lessons.

Reading and Writing

Written skills are dealt in a way that students are exposed to different genres that are meaningful for them. By doing so, we expect not only to raise students' awareness to the difference of texts/ contexts but to their utterances as well. The tasks were designed in order to make students reflect and notice the genre instead of spoonfeeding students by asking them to perform a certain task without providing all the necessary input and practice. Throughout scaffolding, students are supposed to discuss the genres, the target audience and the writer as well as its main purpose and where they may find them.

“...bringing the learners' attention to particular contextualized tense uses and discourse frames represents a key factor in bringing the discourse conventions and regularities to the level of effective production in writing” (HINKEL, 2002, p. 193)

In unit 1, students will have the opportunity to be exposed to two different genres which are In order to practice reading skills students work on an article. While writing will be tackled by the practice of the genre of biography. Unit 2 deals with a single genre which is a blog entry. All tasks are related to the theme of the lesson which was previously exploited.

Listening and Speaking

In both units, Oral skills are covered by exposing students to authentic videos as well as pre, while and post activities which foster comprehension and prepare students to do the activities. “the input in the aural-oral mode accounts for a large proportion of successful language acquisition.” (BROWN, 2003)

In the light of speaking, students are exposed to different activities that promote numerous speaking opportunities in the form of discussions, debates, exercise checking and role-playing.

Pronunciation

The exposure to different authentic materials makes students acknowledge different types of accents and that is undoubtedly an important way to practice and to make students notice mispronunciation and consequently avoid fossilization. The main obstacle concerning pronunciation is to make students aware of what they are saying and what they are supposed to say (FRASER, 1999). To overcome this problem is of paramount importance to call students' attention to issues such as the way we articulate certain sounds, intonation, word level/ sentence level and connected speech.

Having said that, considering that *Flying Colors* is an EFLT material, it aims at making students to be understood without disregarding their mother tongue. In other words, *Flying*

Colors does not aim at providing practice so that students sound like native speakers. Brown (1994) says that “Our goals teachers of English pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation”.

Vocabulary

Vocabulary is presented inductively in *Flying Colors*. Students are invited to infer meaning from context and also throughout the lesson whenever working in pairs or in groups. Teachers are supposed to make use of students’ contributions and doubts as a way to expand vocabulary. Incidental learning happens all the time and is an amazing way of acquiring relevant language which is completely related to students’ real needs.

Grammar

Grammar is taught inductively. The tasks are devised so that learners are able to discover and deduce rules. The focus is on the use and not the form. As believed by CLT “target language should be seen as a means to create meaning and it highlights the conception that the target language should no longer be seen as a structured set of grammatical rules “(MATTOS, 2014, P 128)

Grammar is introduced in context in both unities. The teacher is asked to prompt some questions as a trigger. There are exercises to practice the language item which are all produced from authentic data. In the first unit, students are supposed to complete tweets with the modal verbs that were previously exploited in a meaningful way. While in the second one, they are supposed to complete short stories.

“The suggested teaching method, based on grammar discovery tasks (Ellis, 1997; also chaps. 2 and 9, this volume), allows learners to examine how tenses are used in time frames in real language and increase their implicit and explicit knowledge of grammar. In addition, because these discovery tasks rely on authentic language” (HINKEL, 2002, p. 185)

Self-assessment

Assessment is not a checklist of what students have been taught, it is a way of recycling the topics from the lesson, it can also serve as a tool to enhance students' motivation and it gives a sense of closure to the unit, (BROWN, 1994).

As the name suggests, this part of the lesson aims at encouraging students to assess themselves and reflect upon their learning process. It also enables teachers to have an idea of areas for improvement. Guiding students towards a reflection and pointing out actions to work on the students' weaknesses is of paramount importance and should be done periodically in order to build students' autonomy and work on their sense of achievement.

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References for the resources used in the units

Book cover: <https://unsplash.com/photos/mBHuEkka5wM>

Unit 1 - Sport must be for everyone!

Sports: https://br.freepik.com/vetores-gratis/colecao-da-silhueta-do-esporte_841740.htm#query=sports&position=6&from_view=search&track=sph

Meme: <https://makeameme.org/meme/what-if-i-8a75cabeac>

Smile: https://www.google.com/search?q=smiley+thinking&rlz=1C1GCEA_enBR938BR938&sxsr=ALiCzsYrSCSnmqBJY7vTcPtPsPuPbWqWYw:1672486665348&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj5mdGs4qP8AhX6D7kGHdHwCR8Q_AUoAXoECAEQAw&biw=1366&bih=625&dpr=1#imgsrc=ZbwyEpPGqktvIM

Poster A: <https://www.raceplace.com/events/64503/summit-rock-half-marathon-10k-and-5k>

Poster B: <https://www.gaahandball.ie/development/healthy-handball>

Poster C: <https://twitter.com/jblmmwr/status/1428485454022672387>

Poster D: <https://twitter.com/search?lang=ar&src=hash&q=%23zumbatime>

Poster E: <https://www.sjbc.wandsworth.sch.uk/news/?pid=10&nid=1&storyid=178>

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Garfield Comics: <http://pt.jikos.cz/garfield/1995/8/>

Video: <https://www.youtube.com/watch?v=PgfjZov0hsY>

Pictures/reading <https://images.unsplash.com/photo-1469573054742-64da3f2527fc?ixlib=rb-4.0.3&ixid=MnwxMjA3fDB8MHxzZWZyY2h8MTh8fGRpc2FibGVkJTlwJTlwc3BvcnRzfGVufDB8fDB8fA%3D%3D&auto=format&fit=crop&w=500&q=60>

Article: <https://verv.com/what-are-the-main-barriers-people-with-disabilities-face-in-sports/>

Abbas Karmi: <https://www.infobae.com/aroundtherings/articles/2021/08/17/refugee-paralympic-team-swimmer-abbas-karimi-to-be-the-only-afghan-at-tokyo-2020/>

Alia Issa: <https://www.paralympic.org/feature/father-s-dream-driving-first-ever-woman-para-refugee-athlete-towards-tokyo-2020>

Ntango: <https://www.paralympic.org/feature/no-party-time-ntando-mahlangu-exams-looming>

Biografies: <https://www.globalcitizen.org/en/content/paralympians-to-follow-tiktok-tokyo-2020/>

Biography definition: <https://www.masterclass.com/articles/how-to-write-a-biography>

Q R Code Generator: <https://www.flowcode.com/codes>

Unit 2 - Are you superstitious?

Shooting star: <https://br.pinterest.com/pin/49610033365704959/>

Spilling salt: <https://probonoaustralia.com.au/news/2021/03/shake-it-off-aussies-urged-to-cut-down-their-salt-consumption-for-better-heart-health/>

Knocking at the door:

https://www.google.com/search?q=knock+at+the+doorclipart&tbm=isch&ved=2ahUKEwixvqj7kon7AhVzNbkGHcEqDFcQ2-cCegQIABAA&oq=knock+at+the+doorclipart&gs_lcp=CgNpbWcQA1AaWKoIYIoLaABwAHgBgAHiAYgB_QmSAQUwLjcuMZgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=Qw5fY_GQMfPq5OUPwdWwuAU&bih=625&biw=1349&rlz=1C1GCEA_enBR938BR938&hl=pt-BR#imgsrc=YkN3xbgLStHmXM

Ladder: <https://zebrik.co.in/>

Video: <https://www.youtube.com/watch?v=quOdF1CAPXs>

Meme: <https://imgflip.com/i/2iiujj>

Forum (Quora): <https://www.quora.com/Who-believes-in-horoscopes-Why>

Head and tail: <https://stock.adobe.com/nz/search?k=heads+tails+coin>

Stories about luck: <https://www.rd.com/list/stories-about-luck/>

Flat tyre: <https://www.asdatyres.co.uk/blog/what-are-run-flat-tyres/>

Ship: <https://abcnews.go.com/International/cargo-ship-sinks-stormy-persian-gulf-crew-member/story?id=83499509>