

**UFMG - UNIVERSIDADE FEDERAL DE MINAS
GERAIS**

**Faculdade de Letras –
FALE**

Curso de Especialização em Língua Inglesa - CEI

Andrezza Finardi

ENGLISH TO THE TOP

(Unidade Didática para o Ensino de Inglês)

Campinas
2023

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Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientador: Candido Samuel Fonseca de Oliveira

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 16:40 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar, em exame final, o trabalho intitulado **ENGLISH TO THE TOP (Unidade Didática para o Ensino de Inglês)**, apresentado por **Andreza Finardi**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(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 (X) **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a) Luciana de Oliveira Silva, indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) **aprovado(a)**/ () **reprovado(a)**.

Nota: 85

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



Documento assinado eletronicamente por **Marisa Mendonca Carneiro, Professor(a)**, em 06/12/2023, às 14:08, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Luciana de Oliveira Silva, Professora do Magistério Superior**, em 06/12/2023, às 17:23, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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Resumo

O ensino eficaz de uma língua vai além da mera memorização de regras gramaticais. De acordo com o método de Ensino de Língua Comunicativa (CLT), proposto por Harmer(2012), o foco deve estar na capacidade dos alunos de comunicar suas ideias de forma eficaz, em vez de se preocuparem com a perfeição gramatical. Assim, os materiais instrucionais devem priorizar o uso prático da língua, com atividades que integrem tanto a gramática quanto a função linguística em contextos do dia a dia.

No CLT, as habilidades linguísticas - ouvir, ler, falar e escrever - são ensinadas de forma interconectada, com ênfase na comunicação autêntica e na compreensão contextual. Por exemplo, as atividades de audição são baseadas em materiais autênticos, como vídeos do YouTube, que refletem situações da vida real e diferentes sotaques. Após a audição, os alunos praticam a recuperação da informação, uma técnica que melhora a retenção e promove habilidades de pensamento crítico.

No que diz respeito à fala, os alunos são incentivados a se tornarem protagonistas da conversa, construindo confiança e motivação para se expressarem. As atividades de escrita seguem um ciclo que envolve planejamento, redação e revisão, com foco na produção de texto coerente e significativo. A gramática é ensinada de forma indutiva, com ênfase na percepção consciente de características linguísticas, o que facilita a aplicação prática das regras gramaticais em situações reais de comunicação.

Além disso, a leitura desempenha um papel fundamental no desenvolvimento linguístico, fornecendo oportunidades para expandir o vocabulário, compreender a gramática e explorar diferentes perspectivas culturais. As atividades de leitura são projetadas para promover tanto a compreensão intensiva quanto a extensiva, permitindo que os alunos pratiquem diversas habilidades de leitura, como busca de informações específicas e inferência de significado.

Em resumo, o método CLT enfatiza a importância da comunicação autêntica e da compreensão contextual na aprendizagem de uma língua. Ao integrar gramática, função linguística e habilidades comunicativas, os materiais instrucionais baseados no CLT visam desenvolver a competência comunicativa dos alunos e prepará-los para se comunicarem eficazmente em diversos contextos da vida real.

Palavras-chave: ensino de língua comunicativa (clt); competência comunicativa; habilidades linguísticas, gramática indutiva, atividades autênticas.

Abstract

Effective language teaching goes beyond mere memorization of grammar rules. According to the Communicative Language Teaching (CLT) method proposed by Harmer (2012), the focus should be on students' ability to communicate their ideas effectively, rather than on worrying about grammatical perfection. Thus, instructional materials should prioritize the practical use of language, with activities that integrate both grammar and linguistic function in everyday contexts.

In CLT, language skills - listening, reading, speaking, and writing - are taught interconnectedly, with an emphasis on authentic communication and contextual understanding. For example, listening activities are based on authentic materials such as YouTube videos, reflecting real-life situations and different accents. After listening, students practice information retrieval, a technique that enhances retention and promotes critical thinking skills.

Regarding speaking, students are encouraged to become conversation protagonists, building confidence and motivation to express themselves. Writing activities follow a cycle involving planning, drafting, and revising, focusing on producing coherent and meaningful text. Grammar is taught inductively, with an emphasis on conscious perception of language features, facilitating the practical application of grammar rules in real communication situations.

Additionally, reading plays a fundamental role in linguistic development, providing opportunities to expand vocabulary, understand grammar, and explore different cultural perspectives. Reading activities are designed to promote both intensive and extensive comprehension, allowing students to practice various reading skills, such as searching for specific information and inferring meaning.

In summary, the CLT method emphasizes the importance of authentic communication and contextual understanding in language learning. By integrating grammar, linguistic function, and communicative skills, CLT-based instructional materials aim to develop students' communicative competence and prepare them to communicate effectively in diverse real-life contexts.

Keywords: communicative language teaching (clt); communicative competence; language skills; inductive grammar; authentic activities.

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Introduction

Living in a globalized and interconnected world where boundaries and borders are less and less pronounced, learning a second language is of the utmost importance. Firstly, learning another language provides an opportunity of being part of a community with a different culture, it broadens horizons as it raises awareness of individuals being products of their own environment. Consequently, L2 speakers see the world from a different perspective. Secondly, multilingual people have the ability to think and communicate in different languages, thus enhancing their ability to multitask. Finally, it is also important for economic prosperity and for sociocultural exchange of knowledge. I chose to call this book 'To the Top' based on the concept of English as a Lingua Franca (EFL), which refers to the use of the English language as a common means of communication between people who have different native languages. In this context, English serves as a bridge language that enables individuals from various linguistic backgrounds to understand each other and exchange information. Therefore, acquiring English as a second language enables individuals to achieve successful communication in different settings and contexts.

The units are designed to use the premises of the Communicative approach, the sections have been designed in a way students will participate actively and give their opinions and points of view on the topics. It was also developed to present real-life situations where students can relate their daily routines to those of people around the world, all while considering the students' need to prepare for standardized tests. This material is aimed at seventh-grade, middle school (Ensino Fundamental Anos Finais in Brazil), level A2 according to the Common European Framework of Language Reference. The units work the four abilities: reading, writing, listening and speaking. Moreover, it also deals with pronunciation and grammar in an inductive approach.

The first unit focuses on morning routines and works with simple present tense in the affirmative and negative forms. The second unit approaches leisure activities, and works with simple present tense in the interrogative form. Both units provide opportunities for learners to use meaningful language in order to communicate effectively. The units involve contextualized practice for teaching grammar and all the texts are authentic and within the topics. The units are followed by a Teacher's Guide containing the answers to the activities, suggestions, tips and extra practices.

This is the mandatory final project for Curso de Especialização em Inglês (CEI) done as demand for the course conclusion. This material was designed for educational purposes and has no commercial aspirations. It cannot be reproduced, partially or as a whole, without the express authorization of the author.

ENGLISH

TO THE
TOP

7th grade



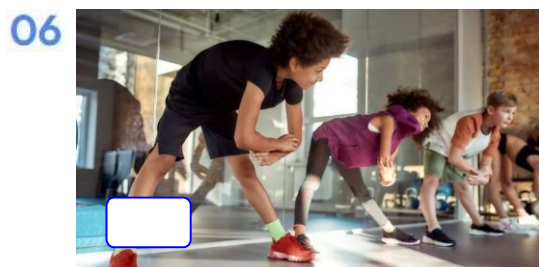
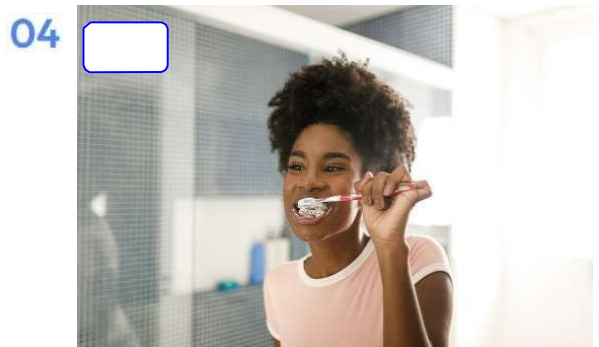
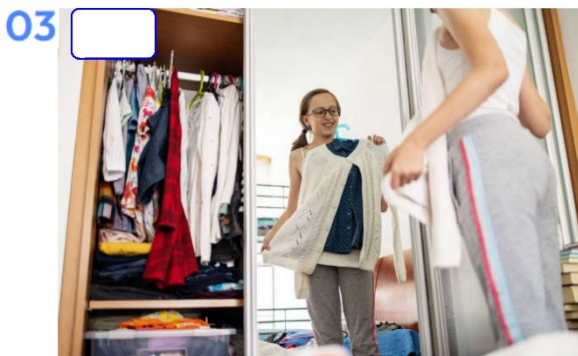
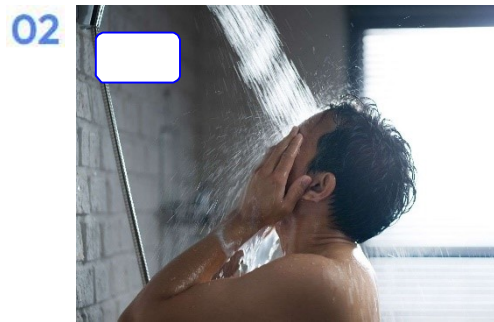
ANDREZZA FINARDI

Unit 1

Good morning, sunshine!

01 Pre-reading

1. Look at the pictures and discuss this question: **What is your morning routine?**
Check the ones you usually do in the morning.



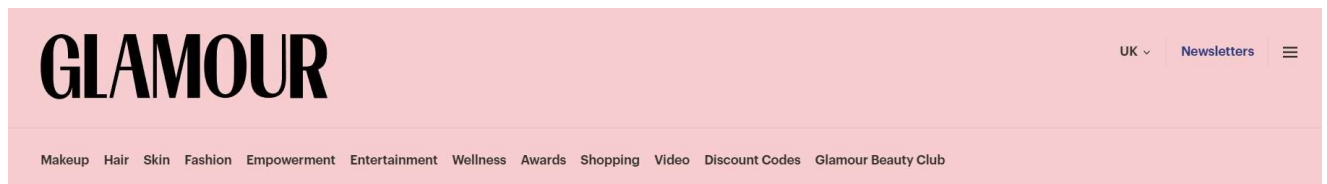
2. Now, write the activities from the box under the correct picture.

Take a shower	Have breakfast
Brush your teeth	Wake up early
Exercise	Get dressed

3. Who are your favorite celebrities? Do you think their morning routine is similar to your routine? Look at the pictures in activity 1 and choose the ones you think they do.

02 Reading

Read the magazine article below about morning routines. After reading, answer this question:
Is your morning routine similar?



The morning routines of the rich and famous

How do some of the world's most successful people ensure they give themselves the best start every day? They're pretty busy people, too. We've already checked out how the famous keep fit with exercise, and now we've done a little digging to see what morning habits we can steal. If you're thinking of making a change to get the most out of your life, why not follow the example made by these famous people?



GETTY IMAGES

Jennifer Aniston

Actress, producer and business woman

Jen's definitely an early bird! She gets up at 4:30am, unless she's not working, where she might stay in bed until 8 or 9. She washes and moisturizes her face, then meditates for twenty minutes. She always has a shake with maca powder and cacao with her breakfast and then she'll do a spin class for half an hour and then yoga for 40 minutes. And that's not all - "I do strength training or just my own thing on the treadmill, the bike, or the elliptical, just to change things up. Keeping your body confused is always the key for me." Wow, that's intense.

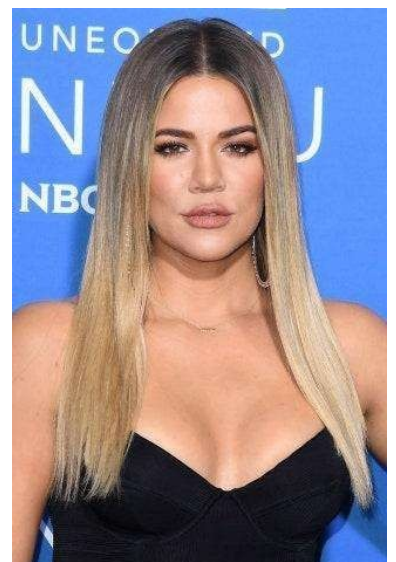
Khloé Kardashian

GETTY IMAGES

Socialite, model, businesswoman, and entrepreneur

Khloé gets up at 5am for her morning workout. She spends five minutes waking up and then brushes her teeth and freshens up by washing her face and putting sunscreen on. It takes her around 3 minutes to get ready, and then she heads downstairs for a green tea, a banana and a peanut butter pack. She then heads off to workout.

(Excerpt from: Glamour Magazine. Accessed Dec 06, 2023. <http://surl.li/nzcoi>)



1. Work in pairs. Match the phrases or words (a - e) from the text to their meanings (1 – 5).

- a) early bird (*id*) 'ɜrli bɜrd
- b) to moisturize (*verb*) 'mɔɪs.tʃə.r.aɪz
- c) treadmill (*noun*) 'tred.mɪl
- d) workout (*noun*) 'wɜː.kɑʊt
- e) sunscreen (*noun*) 'sʌn.skri:n

- 1) to put a special substance on your skin to stop it from becoming dry.
- 2) someone who gets up early or who acts before others do.
- 3) a period of physical exercise.
- 4) an exercise machine that consists of a moving strip on which you walk without moving forward.
- 5) a substance that you put on your skin to prevent it from being damaged by the sun.

2. Read the sentences and mark *true* or *false*. Correct the false ones.

- a) Jennifer doesn't exercise in the mornings.
- b) Jennifer always meditates for twenty minutes.
- c) Jennifer doesn't have breakfast.
- d) It takes Khloé a long time to get ready in the morning.
- e) Khloé gets up very early to workout.

3. What do these numbers in the text refer to?

- a) 4:30
- b) 8 or 9
- c) 40
- d) 3

4. Work in pairs. What kind of text is it? Where can you find texts similar to the text above?

03 Grammar



1. Read these sentences from the article. How do the verbs end? Why are they different?

She **washes** and **moisturizes** her face, then **meditates** for twenty minutes.

Khloé **gets up** at 5am for her morning workout.

It **takes** her around 3 minutes to get ready, and then she **heads** downstairs for a green tea, a banana and a peanut butter pack.

Read the sentences again. Then underline the options that complete the rule.

We use the simple present to describe **facts, habits and general truths / actions that are happening at the time of speaking.**

We add -s at the end of the verbs when we talk about **I, you, we and they / he, she and it.**

2. Complete the table with the verb **get up**.

Affirmative	Negative
I / you / we / they _____	I / you / we / they <i>don't get up</i> _____
He / she / it _____	He / she / it <i>doesn't get up</i> _____

TIPS:

- In negative sentences, we use *don't* when talking about *I, you, we* or *they* and *doesn't* when talking about *he, she* or *it*.
- Add *-s* at the end of the verbs when we talk about *he, she* or *it* in *affirmative* sentences.
- Verbs that end in *consonant + y* change the *y* to *i* and add *-es*:
study -> studies
- Verbs that end in *-ch, -sh, -s, -z* or *-x* add *-es*: miss -> misses

3. Complete the text below using the affirmative form of the verbs in parentheses.**Oprah Winfrey**

According to [Inc](#), Oprah _____(start) her morning with twenty minutes of meditation, then _____(hit) the treadmill to get her heart pumping. She (swear) that at least fifteen minutes of exercise _____
(improve) her productivity and (boost) energy levels. She then _____ (do) something to 'tune herself in', like going for a walk, listening to music or preparing a nice meal. She always_(eat) a healthy meal full of complex carbohydrates, fibre and protein.



Excerpt from: inc.com. Accessed Dec 06, 2023. <http://surl.li/nzcwf>

4. Read what Howard Schultz said in an interview about his morning routine and rewrite the text according to the example.



Howard Schultz

CEO of Starbucks

“I get up at 4.30am every morning to walk my three dogs and work out. Around 5.45am I make coffee for myself and my wife using an 8-cup Bodum French press.”

Excerpt from: inc.com. Accessed Dec 06, 2023. <http://surl.li/nzcwf>

He gets up at 4:30 am ...

04 Pronunciation

How is the final -s of these verbs pronounced? Listen and put the verbs in the correct column according to their sound.



- gets*
- pays*
- eats*
- washes*
- works*
- leaves*
- starts*
- teaches*
- does*
- takes*

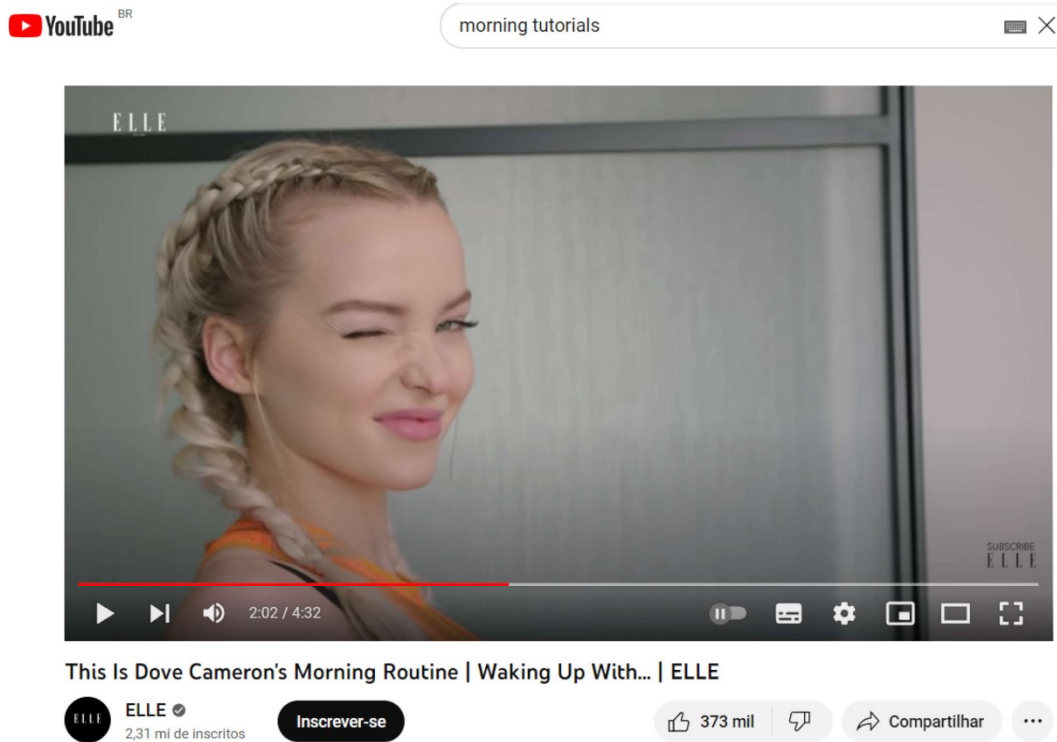
/s/	/z/	/iz/
<i>works</i>	<i>pays</i>	<i>washes</i>

<https://rb.gy/13g7sf>

05 Listening

Pre-listening:

What's the best way to start your day? Think about a perfect morning routine and write it in your notebook. Exchange your notebook with a partner and check if you have the same ideas.



The image shows a YouTube video player interface. At the top, there is a search bar with the text 'morning tutorials'. Below the search bar is a video player showing a woman with blonde braided hair, smiling. The video title is 'This Is Dove Cameron's Morning Routine | Waking Up With... | ELLE'. Below the video player, there is a channel name 'ELLE' with a verified badge, 2,311 million subscribers, and a 'Inscrever-se' button. There are also buttons for '373 mil' likes, a comment icon, and a 'Compartilhar' button.

Elle. Dove Cameron. Accessed Dec 06, 2023. <https://www.youtube.com/watch?v=4tC2-rEzRSc>

1. Watch the first part of the video about Dove Cameron's morning routine (0:01-2:25) and answer these questions.

- Is Dove Cameron a morning person? _____
- What does she do after being lazy and snoozing? _____
- What does she do after getting up? _____

2. Watch the second part of the video (2:26 - 4:32) and correct the sentences.

- a) She likes eating a sandwich for a snack.
- b) She checks emails and answers fans on Instagram before having her juice or smoothie.
- c) She is getting ready for filming a commercial.

3. Watch the video again(1:07 - 1:28) and fill in the gaps with the missing words.

"I will turn on some music and _____ my day with some intentional journaling. It's very geeky, I actually _____ 'Dear Diary', but it's really important to me because I have been very vocal about this. I actually deal with anxiety sometimes , and this really _____ me start my morning right, _____ my thoughts in order and it helps me__ the tone for the day."

4. In your opinion, what is the most interesting thing about Cameron's morning routine?**Why?**

06 Speaking

- Answer the survey about your morning routine. Then, interview a partner about their morning routine.

	YOU	YOUR PARTNER
	YES/NO	YES/NO
Do you...		
get up early?		
take a shower?		
have breakfast?		
exercise?		
listen to music?		
study?		

- Change pairs and tell your new partner about the routine of the person you interviewed.

07 Writing

Read the magazine article again and write a similar text about the morning routine of a famous person.

PLAN

1. Search on the Internet about the person's morning routine. Decide which information to include. Use the pre-reading activity to help you.

WRITE

- Write your article. Remember to include the information in the correct order, to use the simple present tense and check the punctuation in the *Punctuation tips* box.

CHECK

- After writing, answer these questions about your article.
 - Is there an interesting title for your article?
 - Can you introduce the person, what they do and other relevant information?
 - Can you put the activities in chronological order?
 - Can you use the Simple Present tense correctly?
 - Is the punctuation correct?

Now write a paragraph telling about this famous person's morning routine. You should write 50 - 80 words. Don't forget to check for any mistakes!

PUNCTUATION TIPS

Capital letter **A, B, C**

Comma **,** Period **.**

Question mark **?** Apostrophe **'**

Exclamation point **!**



Unit 2 *It's time to relax!*

01

Pre-listening

01. What do you like doing in your free time? Match the activities in the box below with the pictures. Then, [listen](#) and check.



<https://rb.gy/ixmz2m>

01



02



03



04



05



06



07



08



09



10



- ___ watch TV
- ___ play soccer
- ___ listen to music
- ___ chat online
- ___ play videogames

- ___ go shopping
- ___ read a book
- 1** ___ hang out with friends
- ___ ride a bike
- ___ take photos

2. Change the words in **bold** and correct the sentences. There is one example.

1. I usually **chat** music on my phone.

I usually listen to music on my phone.

2. We never **read** series on TV.

3. Sarah **plays** photos all the time.

4. Mike **watches** a book every afternoon.

5. Evie and Anton **go** soccer on Saturdays.

3. Work in pairs. Write five sentences about your free time activities and tell your partner. Do you do the same things?



Tips

We usually use **Adverbs of frequency** to talk about activities in the Simple Present.

100%	50%	0%		
always	usually	often	sometimes	never

02

Listening

4. Watch a street interview about what kids usually do in their free time. Which activities from exercise 1 do you hear?



Kids – What do you like to do in your free time. Accessed on Nov 29, 2023. Available at: <https://www.youtube.com/watch?v=YUii2olgCDM>

5. Watch the video again and circle the correct answers.

- 1. Anna *likes/doesn't like* playing with her sister.
- 2. Liam *plays / doesn't play* video games.
- 3. Ben *cooks / doesn't cook* cakes.
- 4. Alex *plays / doesn't play* instruments.
- 5. Rishi *plays / doesn't play* soccer in the garden.
- 6. Risheka and Florence *watch / don't watch* TV.


Discussion: Which activities from the video are common in your country? Which ones would you like to do in your free time?

03 Reading

6. Read the text below. What kind of text is this? Why do people write texts like this?

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 **EnglishClub ESL Forums**
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Let me know more about you
Moderator: EC

[Post Reply](#)   12 posts • Page 1 of 1

Let me know more about you 

by **greencat** » Tue Jan 02, 2007 11:33 am

Hi friends! I want to know more about you^^. Just answer these simple questions and I hope it can help us understand each other.

I'll begin first:

1) What do you like to do in your free time?---> Sleeping, yez ^o^. A deep sleep makes me feel stronger. And I also like surfing webs as well, besides, shopping is also a good choice.

2)Which colour do you like?
---> it's green ^o^. I've never seen such a beautiful colour :D


3)Which room in your house do you like the best?
---> Surely my own one ^o^ . It's very tidy and clean. It's a pity that my mother don't let me paint it green 😊

4)Up to now, which is the thing that you feel most proud of?---> I passed the entrance exam to university with a rather high mark ^^

5)Which thing makes you feel most embarrassed about?
---> Once I mistook my brother with a strange boy. I took his hand and pulled to force him to go with me 😊 So stupid 😊

6)Which job would you like to do in the future?
---> If only I could set up my own company. It'll produce toys for children^^ - I like cute toys much :D . Oh, I'm dreaming...

7)Why do you learn English?---> I know it's necessary for my future job. And I like travelling abroad too. Uhm, I also like English songs and I learn english to understand them:D

greencat
Rising Star


Posts: 51
Joined: Sun Dec 24, 2006 4:20 pm
Location: Vietnam

English Club. Accessed on Nov 29, 2023. <https://rb.gy/wtdqvx>

7. Read one of the answers to the online forum and complete the gaps with phrases from the box.

like studying - like listening - likes painting - love being - love reading - like traveling

By Orion - Wed, Jan 03, 2007 2:45 pm

Hi, greencat, nice questions! Here are my answers:

- 1) I _____, especially sci-fi books! I also _____ to music and I'm a big fan of Maroon 5.
- 2) Definitely blue. My mom _____ so next weekend we're going to paint my room.
- 3) My room, of course!
- 4) I'm proud of my grades at school. I really _____ English!
- 5) I'm too embarrassed to say! LOL
- 6) I want to be a pediatrician. I _____ with children!
- 7) Because it's a global language and I really _____.

04 Grammar



8. Read the questions from the online forum. Then, underline the words in **bold** to complete the rules.

What **do** you **like** to do in your free time?

Which color **do** you **like**?

Why **do** you **learn** English?

Which room **does** the writer **like** the best?

We use **do / does** to ask questions with I, you, we and they.

We use **do / does** to ask questions with he, she and it. In interrogative sentences, **add -es to the main verb / use the base form of the main verb.**



9. Complete the table with **do, does, don't** or **doesn't**.

<i>I / you / we / they</i>	<i>he / she / it</i>
Do they like the same music?	_____ your best friend play volleyball?
Yes, they _____. / No, they don't .	Yes, he does . / No, he _____.
How often _____ you chat online?	Who does Anne play with?

10. Put the words from the box in the correct order to form Wh- questions in the Simple Present.

main verb - subject - wh-word - auxiliary verb - ?

_____ + _____ + _____ + _____ + _____

11. Write the words in the correct order to make questions. Then, write the answers.

1. Nina / hang out with friends / does

Does Nina hang out with friends?

Yes, she does.



2. Anton and Jack / do / play / video games



3. Nina / her homework / in the evening / does / do



4. Andrew / does / to school / ride his bike

12. Use the words in the box to complete the questions. Then, match the questions with the correct answers.

<i>What - When - What time - Where - Who - How - Why - Do</i>	
<u>What time</u> do you do your homework?	a) Yes, I do sometimes.
_____ do you play video games?	b) At the club.
_____ you go out on the weekends?	c) I use my phone.
_____ do you play soccer?	d) At about 7 o'clock.
_____ do you listen to music?	e) In the afternoon.
_____ do you hang out with?	f) I often relax.
_____ do you do on Saturdays?	g) My sister and my friends.
_____ do you study English?	h) Because I want to travel to the USA.

13. Check it out! Put a check next to the correct sentence.

- 01**
- What he do in his free time?
 - What does he do in his free time?
- 02**
- I don't play soccer.
 - I not play soccer.
- 03**
- We chats online after school.
 - We chat online after school.
- 04**
- What time does they do homework?
 - What time do they do homework?
- 05**
- Does she have many friends?
 - Does she has many friends?

05 Pronunciation



Tips

Notice the pronunciation of *does* and *doesn't*



/dʌz/

Does she listen to music?

Yes, she does.

/dʌz/

No, she doesn't.

/'dʌzənt /



[Listen](#) and repeat.

<https://rb.gy/77bb9u>

06 Speaking

- Write four questions about free time activities in your notebook.
- Ask these questions to four classmates and write down the answers.
- Report the answers to the class.

Do you like reading?



Yes, I do! I love sci-fi books.

Hey, class! Bruno loves reading sci-fi books!

07 Writing

PLAN

1. Read the English Forum in exercise 6. Be careful! People often make mistakes when writing on the Internet. Find three mistakes and correct them.
2. Read the questions in the forum again.
3. Think about your answers and make a list with your answers.

WRITE

4. Write a reply to the forum. Remember to add extra information and include adverbs of frequency if possible.

CHECK

5. After writing, answer these questions about your reply:
 - Can you answer all the questions?
 - Can you use Simple Present correctly?
 - Are there Adverbs of Frequency?
 - Is there extra information about yourself?
 - Can you check for mistakes?



To the Top - Teacher's guide and answer key - Unit 1 – Good morning, sunshine!

This material is aimed at teenagers at the 7th grade of middle school, level A2 according to the Common European Framework.

Objectives

Pre-reading

- Build a lexical repertoire related to morning routines.

Reading

- Read an online magazine article about morning routines.
- Practice scam texts in order to find specific information.

Grammar

- Identify patterns of Present Simple in affirmative and negative sentences.
- Use the Simple Present tense to describe morning routines.

Pronunciation

- Pronounce the final -s in verbs.

Listening

- Listen to an actress talking about her morning routine.

Speaking

- Answer a survey and interview someone about their morning routine.
- Report another person's morning routine.

Writing

- Write about a celebrity's morning routine.

Pre-reading - Vocabulary

This activity introduces the vocabulary students will learn in this unit. Ask students to look at the pictures and think about their morning routines. Elicit things students do in the morning. Write them on the board.

Activity 1: They should check the ones they usually do in the morning.

Activity 2: **Answers:** 1. wake up early; 2. take a shower; 3. get dressed; 4. brush your teeth; 5. have breakfast; 6. exercise.

Activity 3: Ask students about their favorite celebrity and tell them to compare their

routines to the celebrity's routine. Assist students with new vocabulary.

Reading

Before students read the text, ask them if they think the celebrities' routines are different from theirs and why. After reading, ask students to tell differences and similarities of their routine and the ones they read about. Check for new vocabulary if necessary.

Activity 1: Students should work in pairs. Explain the phonetic transcriptions and ask them to repeat the correct pronunciation of the words and phrases.

Extra activity: If you feel students need some extra information about phonetic transcriptions, use a dictionary to show them where to find the transcriptions and how to pronounce them.

Answers: a) 2; b) 1; c) 4; d) 3; e) 5

Activity 2:

Answers: a) False. Jennifer does spin class or yoga.

- a) True.
- b) False. Jennifer always has a shake with maca powder and cacao with her breakfast.
- c) False. It takes Khloé around 3 minutes to get ready.
- d) True.

Activity 3: Students should scan the text to find what the numbers refer to.

Answers:

- a) 4:30 am - Jennifer gets up.
- b) 8 or 9 - The time Jennifer gets up when she is not working.
- c) 40 - How long Jennifer's yoga class takes.
- d) 3 - the time it takes Khloé to get ready.

Activity 4: Students are able to identify the genre used in the text. They should give examples where they can find similar texts.

Answer: Magazine article. You can find similar texts on online magazines or blogs.

Grammar - Simple Present - Affirmative and negative

Activity 1: Read the sentences with the students, eliciting the words in bold. Tell them to pay attention to the pattern. You may ask them if they can tell the difference if the pronoun were "I". Based on the sentences, students have to underline the correct phrases to complete the rule.

Answers: Facts, habits and general truths; he, she and it.

Activity 2: Answers: I/you/they/we - get up

He/she/it - gets up

Read the tips eliciting the rules before doing the next activity.

Activity 3: Tell students they are going to practice the verbs in the simple present in the third person singular. Reinforce the tips from activity 2 if necessary.

Answers: starts; hits; swears; improves; boosts; does; eats.

Activity 4: Ask students to read the text. Check for any vocabulary doubts. Tell students to identify the verbs and underline them. Then, students should follow the prompt to rewrite the text in the third person singular form. You can perform a pre-activity by reviewing possessive adjectives (his, their, etc.).

Answer: *He gets up at 4.30 am every morning to walk his three dogs and works out. Around 5.45 am he makes coffee for himself and his wife using an 8-cup Bodum French press.*

Pronunciation

Explain how the final -s has three different sounds. Ask students if they have noticed it before. Show them the phonetic symbol of each sound. Play the audio twice and ask them to put the verbs under the correct column according to their final sound. After checking their answers, play the audio again and ask them to repeat after the words they hear. Ask them again if they can notice the difference. As a follow-up, ask students to choose five verbs from this activity and copy them into their notebooks to play Bingo. Call out sentences including those verbs. If they have a verb, they repeat the sentence. The winner is the first one to have all the verbs.

Answers:

/s/: works; eats; gets; takes; starts

/z/: pays; leaves; does

/iz/: washes; teaches

Listening

Students should discuss perfect morning routines and write them in their notebooks. Then, they should exchange notebooks to check if they have the same ideas about the topic. Monitor this pre-listening activity assisting whenever it shows necessary. Before watching the video, ask students if they can anticipate what the actress is going to say about her morning routine. If they don't know the actress, you may want to inform them she is one of Disney's biggest stars and she starred in The Descendants movie. After watching the video in full, ask students if they were correct about the actress' routine and if her routine is similar to theirs. Then, proceed to the next activity.

Activity 1: Watch the first part and ask students to answer the questions.

Answers:

- a) No, she isn't.
- b) She turns on some music and writes on her intentional journaling.
- c) She does some stretching exercises.

Activity 2: Watch the second part of the video. Students should correct the wrong sentences.

Answers:

- a) She likes eating fruit for a snack.
- b) She checks emails and answers fans on Instagram while having her juice or smoothie.
- c) She is getting ready for a photoshoot.

Activity 3: Students watch the video again and fill in the gaps with words they hear from the first part of the video.

Answers: start; write; helps; get; set.

Activity 4: This activity works as a wrap up. Ask students' opinions about the actress'

morning routine. You can ask them to compare her routine to the other celebrities they read about in the reading activity. Ask them if they think it is interesting or boring, etc.

Speaking

Students are going to answer the survey about their morning routine individually. If their classes are in the morning during the week, you can ask them to answer about their weekends. Then, students may circulate around the class and ask a peer about their routine. Students should write the answers under the “your partner” column. After that, students choose a different peer to report the answers. As a follow-up, students can report their answers compared to their partner’s answers.

Writing

Students should go back to the magazine article again and notice the kind of information is being given. Then, they should proceed to the plan step. They may also go back to the pre-reading activity to decide on which information they want to include about the famous person they are going to write about.

Plan:

This search can either be performed in class or be assigned as homework. Encourage students to plan the text on a piece of paper rather than in their heads. Stress that in planning, we write a few words or phrases instead of complete sentences.

Write:

Go over the *punctuation tips* box with the students. Explain the proper use of punctuation when writing. Students should write the correct order of events and use the simple present tense.

Check:

Elicit the self-assessment step and the importance of doing this step. Allow students 10 minutes for this. Students can work in pairs to check spelling and grammar together. Ask students to go through the checklist before handing in their texts for correction.

To the Top - Teacher's guide and answer key - Unit 2 - It's time to relax!

Objectives

Pre-listening

- Build vocabulary to talk about leisure activities.

Listening

- Listen to a street interview about free time activities kids enjoy.

Reading

- Read an online forum about personal information.

Grammar

- Use the simple present tense to ask questions.
- Ask questions with wh-words.

Speaking

- Ask and answer questions about leisure activities.
- Report the answers.

Writing

- Spot written mistakes people usually make when they write on the Internet and correct them.
- Write a list answering the questions on the forum.
- Write a reply to an online forum.

Pre-listening - vocabulary

Warmer: Give students one minute to write down as many examples of leisure activities they can. Then, write the activities on the board and compare among the students the most popular ones.

Activity 1: Students match the pictures to the activities. After that, they listen and check.

Answers:

1. hang out with friends;
2. take photos;
3. ride a bike;
4. chat online;
5. play video games;
6. read a book;
7. go shopping;
8. listen to music;
9. play soccer;
10. watch TV.

Activity 2: Students should correct the sentences.

Answers:

2. We never watch series on TV.
3. Sarah takes photos all the time.
4. Mike reads a book every afternoon.
5. Evie and Anton play soccer on Saturdays.

Activity 3: Students should write five sentences about their free time activities to tell a partner. Encourage students to give more information like the day or time of the day they do the activity, if they use any object to do it or anything special is necessary to do determined activity. Elicit the Tips below and explain how to use the adverbs of frequency to help students build up the sentences. The teacher may also introduce time expressions like 'every day', 'on the weekends', etc. Encourage this communication step by asking students to tell their partners and waiting for their partners to reply to these activities. Allow some time for this conversation. Monitor and make sure students are using the adverbs and time expressions correctly.

Listening

Activity 4: Students watch a street interview about what kids do in their free time. Ask students to note down which activities from activity 1 they hear during the interview.

Possible answers: play football, play video games, read, watch TV, ride a bike.

Explain that this is an interview with British kids, therefore the activities like play football and go cycling is the same as play soccer and ride a bike in American English.

Activity 5: Students watch and listen to the video again and circle the correct answers.

Answers:

1. Anna *likes* playing with her sister.
2. Liam *doesn't play* video games.
3. Ben *cooks* cakes.
4. Alex *doesn't play* instruments.
5. Rishi *doesn't play* soccer in the garden.
6. Risheka and Florence *watch* TV.

Discussion

Wrapping up: Ask students to compare their free time activities to the kids interviewed. You may give cultural information about the sports British people like or the TV programme the kids in the UK like watching. Ask students to compare them to their cultural background.

Reading

Activity 6: tell students to look at the text. Encourage students to guess the text genre and ask them where they can find texts similar to that one. They should also guess the reasons people write texts like this.

Possible answers: An online forum. We can find texts like this on the internet. People write texts like this to share information, to get to know other people from different places, to make friends, to get advice.

Activity 7: Students read one of the replies to the forum and complete the gaps.

Answers:

1. love reading - like listening
2. likes painting
4. like studying
6. love being
7. like traveling

Wrapping up: ask students if they think the answers vary depending on the country the person who is answering are from. Discuss what could be different if they answered the questions. You can explore other countries' culture and local habits.

Grammar - Simple present interrogative

Activity 8: Read the sentences from the forum with the students. Elicit the auxiliary and main verbs. Then, go over the rules and ask them to underline the correct word.

Answers: do; does; use the base form of the main verb.

Activity 9: Allow students some time to perform this activity. Tell them to read the sentences from the forum again and notice the pattern. Elicit the correct auxiliary

verb that goes with each pronoun. Point out that we always use the auxiliary verb to ask questions with the simple present.

Answers:

I/you/we/they: do; do.

he/she/it: Does; doesn't.

As a follow-up, ask students six questions. In three of them, leave out *do* or *does*. The first student who catches your mistakes wins a point.

Activity 10: Tell students to look at the activities 8 and 9 again and pay attention to the questions. Then, they complete the correct order.

Answer: wh-word + auxiliary verb + subject + main verb + ?

Activity 11: Students should write the questions and answer them using the simple present in the affirmative and negative forms according to the cues. If necessary, go through the previous activities to elicit the correct order of questions in the simple present tense.

Answers:

2. Do Anton and Jack play video games? - No, they don't.

3. Does Nina do her homework in the evenings? - Yes, she does.

4. Does Andrew ride his bike to school? - No, he doesn't.

Activity 12: Students have to write the correct wh-words and match them to the correct answer. Call the students' attention to the answers, so they can choose the correct wh-word.

Answers:

When - e

Do - a

Where - b

How - c

Who - g

What - f

Why - h

Activity 13: Students should check the correct sentence. You may want to inform students that these are common mistakes made by people learning English. Give feedback eliciting the correct structure. You may want to go back to activity 9 and 10 for reinforcement.

Answers:

1. What does he do in his free time?
2. I don't play soccer.
3. We chat online after school.
4. What time do they do homework?
5. Does she have many friends?

Extra grammar practice: Grammar game

Put students into teams of four. They write three wh- questions about their teachers at school. Each team asks the questions and other teams answer them. The team with the most correct answers wins.

Pronunciation - Does and doesn't

Tell students to read the question and ask them how they pronounce 'Does'. Then, ask them to read the affirmative and negative answers. After that, play the audio twice and ask them to repeat. Students should notice the correct pronunciation. Explain the transcriptions of the phonetic symbols. You may want to access an onlinedictionary to illustrate the transcriptions of phonetic symbols better.

Speaking

Students write four questions about their free time activities in their notebooks individually. After that, they should walk around the class asking their classmates to write the answers along with the students' names. Then, they report to the whole class what they found out. Monitor and assist students during this activity. Encourage them to write down extra information modeling the example. As a follow-up, you can ask students to compare the answers they gathered.

Writing

Plan:

1. This step should be performed in class. Tell students that people often make mistakes when they write on the Internet. Ask them if they had noticed the mistakes the first time they read. Go back to the online forum on activity 6 and tell students to read again and find the three mistakes. Tell them to circle the mistakes and correct them. Write the mistakes and the corrections on the board.

Answer:

It's a pity that my mother doesn't let me paint it green.

I passed the entrance exam to university with a rather high mark.

I like cute toys a lot.

You may want to review punctuation as well.

2. Go through the questions with the students eliciting the wh-word and asking them what kind of information they should provide for each question.
3. Students now should think about their answers to the questions on the online forum. They may write the answers in their notebooks.

Write:

4. If you have time, do this step in class. Tell students to write a reply to the forum. Tell them it's always nice to write an introduction before replying to the questions. Encourage them to give extra information about themselves and also use adverbs of frequency if possible.

Check:

5. Students can do this step individually or in pairs. If they perform this step individually, they go through the checklist and answer the questions. Allow some time for any necessary modifications to their draft. If they perform this in pairs, students share their draft with a partner and use the checklist for both texts, pointing out or making any changes if necessary.

Rationale

Becoming a proficient speaker requires more than just understanding the structure of a language. To effectively meet learners' needs, instructional materials should emphasize language in practical use, incorporating activities that integrate both grammar and function. Harmer (2012) emphasizes that in Communicative Language Teaching (CLT), the focus is on the substance of communication rather than strict adherence to grammatical rules. The emphasis is on how well students can convey their ideas, rather than whether they are speaking or writing with perfect accuracy.

This is one of the reasons why the activities designed for these units are centered on language functions, describing how we use language in real-life situations. CLT intertwines language and communication, with the primary goal of teaching communicative competence. This perspective stresses the importance of teaching through the four skills: listening, reading, speaking, and writing (RICHARDS; RODGERS, 2002, p.155).

As such, this framework is built around real-world scenarios, task-based activities, and discussions for sharing opinions, all aimed at developing the four language skills, as well as promoting comprehension of grammar and vocabulary through exposure to relevant topics and practical application.

Listening

Second language acquisition research has significantly elevated the importance of listening by highlighting the significance of comprehensible input. As emphasized by Rost (1994, pp. 141–142), listening holds a pivotal role in the language classroom as it serves as the primary source of input for learners. Without the ability to comprehend input at an appropriate level, the learning process cannot effectively commence. In this way, listening is fundamentally interconnected with speaking.

According to Ableeva (2008), evaluating listening comprehension in the context of Communicative Language Teaching (CLT) hinges on two crucial aspects: authenticity and purposefulness. The authenticity element is evident in the use of texts sourced from real-life materials such as Youtube videos or television broadcast programs from the target language community. The purposefulness dimension is achieved when the listening task closely

mimics or reflects real-world situations. It's worth noting that listening is a receptive skill, meaning that students are not expected to produce spoken language. However, as Brown (2003) points out, the input received through listening plays a substantial role in the process of language acquisition, contributing significantly to its success.

Therefore, this material presents authentic listening material from a real platform (Youtube) as a way to expose students to different contexts, uses of language and, also different accents (American and British English) as it approaches language as Lingua Franca. In both units, there are pre-listening activities to either introduce vocabulary or to create context and motivation by speculating on what students will hear. Students are exposed to natural speech which, according to Nunan (2002), the use of authentic material is important for providing learners with exposure to real-life language use. Nunan also emphasizes the importance of comprehensible input. Learners should be exposed to spoken language that is slightly above their current proficiency level but still understandable. This approach helps learners improve their listening skills over time.

As a post listening activity, a retrieval practice is required, so students are able to retell in their own words what they understood from the audio. Retrieval practice is a technique involving the act of recalling information, such as facts, concepts, or events, from memory to enhance the learning process. Classroom studies have consistently demonstrated that retrieval practice is a robust and adaptable technique, applicable to various age groups and subject areas (McDermott, 2021). Importantly, retrieval practice isn't limited to mere memorization; it also supports higher-order thinking skills.

Speaking

Although the area of speaking teaching might be the most complex skill to teach, it is paramount to build rapport and communication. There is a distinction between doing speaking and teaching speaking in the classroom; teaching speaking is not only setting up activities to get students talking, but also bringing topics which students can learn from and relate to their real-life situations. The key point is to make the student the protagonist of the conversation. Therefore, teachers are able to provide enough motivation and confidence, where students are engaged in meaningful discussions rather than feel embarrassed of making mistakes. Based on this assumption, the speaking sections presented in the units follow the introduction of activities that are both integrated and sequenced. These activities enable

students to enhance their understanding of the knowledge, skills, and strategies required for various forms of interaction and discourse (Burns, 2012).

Although the units feature a speaking section, there are plenty of opportunities for students to communicate and express their opinions throughout the activities.

Writing

Globalization and the advances of technology have made written communication across languages one of the most important skills of the twenty-first century. In the present days, the ability to write in a second language, especially in English, has become essential whether in professional, academic or social fields. According to Weigle (2014) writing is a complex activity that involves both, language ability and composing ability. Thus, in order to teach writing effectively, teachers should consider both the cognitive and sociocultural aspects of writing. It means that knowledge about language and the process of writing is as important as the social context in which the writing is inserted, including the purpose of writing, the audience and other literacy practices.

The writing cycle suggested by Weigle (2014) suggests that while planning a writing lesson, there are three phases teachers should consider: a pre-writing phase, when teachers provide input in order to build students' knowledge about the topic and introduce or review specific grammar and vocabulary; a writing phase, which must include clear instruction and task scaffolding; and finally, the revising/editing phase, where students receive feedback from teachers and/or peers and then revise and edit their writing. Therefore, the writing activities presented in both units follow the steps of planning, which consists in brainstorming on the topic studied in the unit; writing, where students can follow instructions and go back to previous activities as a form of creating input; and checking, where students can assess their task or their peers' performances. The writing step presented in this material follows a process-oriented approach, which focuses on the procedures involved in arriving at the final product – the thinking, planning, drafting, and revising that the writer engages in to arrive at an acceptable text (Nunan, 2015).

Grammar

Grammar is fundamental to language acquisition, thus attention to grammar is necessary and should not be ignored in language teaching. As such, learning grammar rules and structures help learners to form coherent and meaningful sentences, facilitating effective communication. It enables learners to convey their ideas accurately and comprehensively. Also, knowledge of grammar enables learners to recognize and correct errors in their language usage. It supports them in avoiding common mistakes and improving the accuracy of their speech and writing. Research has shown that when learners are taught grammar in context and through real communication, they are better able to apply their language skills in real-world situations, such as speaking with native speakers or writing for authentic purposes. It also suggests that teaching grammar inductively, where students discover grammar rules through exposure to authentic language use, can lead to better long-term retention and understanding of those rules. This is because learners actively engage with the language in context, making the learning more meaningful. The units in this material present input in forms of texts or listening activities to introduce the grammar topics. SLA researchers have paid particular attention to the role of *noticing* (Schmidt, 1986, 1990, apud Richards & Reppen, 2014), which refers to the cognitive process by which learners become consciously aware of linguistic features in the target language. This awareness plays a crucial role in the language learning process. Noticing involves recognizing and paying attention to specific aspects of language, such as grammar and other aspects of the target language. Noticing often occurs when learners shift their attention from meaning or content (what they are communicating) to form (how they are expressing it). For example, a learner might suddenly realize a specific grammatical structure while speaking or listening.

The tasks presented are directed to draw students' attention to the target structure engaging them in meaning-focused interactiveness and communication. Long (2000, apud Nassaji & Fotos, chapter 1, 2011) proposed a *focus on form* (FonF) approach as an effective way of acquiring a second language successfully. In a focus on form approach, instructors provide explicit instruction or guidance on specific language elements. FonF often involves addressing language issues as they arise, during or after communicative activities. This approach contrasts with traditional grammar-focused methods that primarily concentrate on form without immediate application. It seeks a balance between encouraging meaningful communication and addressing language form to ensure both fluency and accuracy aiming to

promote the noticing of language features by learners. When learners consciously recognize language issues, they are more likely to incorporate them into their language use. Therefore, the grammar tasks are presented in context, with sentences taken from the reading as examples and activities that demonstrate how the specific grammar topic is used in real communication. So, based on this framework, the grammar tasks are presented in a way to motivate learners to recognize the patterns, led step-by-step to the expected outcome using strategies designed to raise learners' awareness about specific features of the task.

Reading

Reading in a language class serves multiple crucial roles, including enhancing language comprehension, expanding vocabulary, understanding grammar and syntax, providing cultural context, fostering critical thinking, improving fluency and comprehension, and aiding pronunciation and writing skills. It also contextualizes vocabulary, offers content for subject-based learning, acts as an assessment tool, and equips students for lifelong language learning. This multifaceted role makes reading an indispensable component of language education, complementing other language skills and promoting overall language proficiency.

On the first unit, learners are introduced to an authentic magazine article, which introduces the topic and connects the grammar lessons and pronunciation features. Students are presented to the written genre, morning routines, with a pre-reading task which contains essential vocabulary to do the reading text. Followed by comprehension tasks concerning vocabulary and pronunciation. Then, students have to use the technique of scanning to gather specific information. According to Harmer (2015), intensive reading enables learners to develop their ability to read for a number of different purposes, such as getting the general meaning of a text, or gist, scanning to find specific details, or understanding what is behind the words (inference). Although the unit presents intensive reading, it also creates the opportunity for extensive reading as it is connected to the writing task where students must research other people's routines to perform the task successfully.

On the other hand, the second unit text is an online forum which introduces the grammar topic. This text is preceded by questions where students can think about what they are going to read, thus increasing motivation and raising awareness of the text genre. The text is used as a springboard for other follow-up activities, connecting the grammar and writing tasks. As

Harmer (chapter 18, p. 316, 2015) pointed out “they continue working with the same kind of topic vocabulary and have a motive to read more.”

Conclusion

Language serves to meet and support the inherent human need for interpersonal communication. Accordingly, the emphasis in language learning and teaching should extend beyond mere structural elements to encompass practical usage and the nuances of meaning that individuals convey when they communicate in real-life contexts. Communication unfolds across various levels and within diverse settings, underscoring the importance of equipping students with the capacity to wield the language with confidence. When teachers strike a balance in imparting various forms of knowledge, particularly with respect to grammar, the likelihood of effective communication greatly increases. The activities provide chances for learners to engage and express their own perspectives and personal experiences. In addition to sharing their expertise on the subject, they assist students in building confidence and feeling at ease with language usage. The sense of assurance and comfort is further bolstered by the volume of input presented throughout the activities. Whilst developing the units, teachers have plenty of opportunities to assess learners' development as they are increasing their skills. It is also important to take into account their level of proficiency. It is vital to emphasize that students' existing skill levels should be acknowledged, and even modest indicators of progress should be viewed as reflections of their growth during the learning journey. However, informality should not suggest that teachers are exempt from organizing information. Maintaining a record of students' progress is essential for teachers to determine their readiness for advancing to a more advanced stage or not.

In conclusion, this material was designed to develop language acquisition in a communicative manner, adopting authentic material and based on the knowledge acquired from the course.

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