

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras - FALE
Programa de Pós-Graduação em Estudos Linguísticos - POSLIN
Curso de Especialização em Inglês - CEI

Acácia Rachel Macêdo Xavier

GREAT TIME: IT'S TIME TO LEARN ENGLISH
(Unidades Temáticas para o ensino de inglês)

Belo Horizonte
2022

Acácia Rachel Macêdo Xavier

GREAT TIME: IT'S TIME TO LEARN ENGLISH
(Unidades Temáticas para o ensino de inglês)

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

Orientadora: Profa. Dra. Luciana de Oliveira Silva

Data da defesa: 16/01/2023

Belo Horizonte
2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome da aluna: Acácia Rachel Macêdo Xavier - Matrícula 2021658632.

Às 17:40 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado "GREAT TIME: IT'S TIME TO LEARN ENGLISH (Unidades Temáticas para o ensino de inglês)", requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a candidata para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa da candidata. Logo após, a Comissão se reuniu sem a presença da candidata e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

A Profa. Luciana de Oliveira Silva, indicou a (X) aprovação () reprovação da candidata.

O Prof. Ronaldo Correa Gomes Júnior, indicou a (X) aprovação () reprovação da candidata.

Pelas indicações, a candidata foi considerada aprovada (X) reprovada ().

Nota: 80

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

Belo Horizonte, 16 de janeiro de 2023.

O trabalho atende aos requisitos do curso. A banca recomenda que o trabalho passe por uma revisão textual rigorosa a fim de mitigar os erros, inadequações e equívocos ortográficos, melhorando a qualidade do texto.

Ronaldo Gomes Jr.

Luciana de Oliveira Silva

Acknowledgments

I would like to thank God for being my strength and for His amazing grace every day during this course. All the days I thought that I wasn't able to do it, He has shown me that it was possible.

I also would like to thank my family and friends for supporting me and being patient. I know it was not easy to understand that I couldn't be present for many moments. Despite that, you were my support to get here. I love you!

A special thank goes to my boyfriend, Gabriel, who believed in me even when I didn't. You helped me by being on my side this year. All the caring words you said to me, the support and understanding that some days I couldn't be with you because I had to study were worth it. Thank you so much. I adore you!

This acknowledgment also goes to group 5. I learned a lot from you. All the discussions and experiences shared helped me to grow up as a person and as a teacher.

For from him and through him and for him are all things. To him be the glory forever! Amen.

Romans 11:36

Resumo

“Great time: It’s time to learn English” é um material com finalidade didática de ensinar inglês para brasileiros, cujo nível linguístico está enquadrado em A2 conforme o Common European Framework of Reference for Languages (CEFR), portanto compreende o nível iniciante. Ambas as unidades temáticas apresentadas têm como foco o desenvolvimento de habilidades comunicativas por meio de discussões e o aperfeiçoamento das quatro habilidades linguísticas, sendo elas *Speaking*, *Reading*, *Listening* e *Writing*. Cada unidade é acompanhada do seu respectivo guia do professor (Teacher’s guide) e possui recursos físicos e também on-line visando ampliar a prática dos conteúdos estudados. Vale ressaltar que todo o trabalho aqui apresentado possui embasamento teórico adquirido ao longo da especialização em Língua Inglesa e pode ser lido na sessão, *Rationale*.

Palavras-chaves: ensino de inglês; unidades temáticas.; habilidades comunicativas.

Abstract

“Great time: It’s time to learn English” is a didactic material to teach English to Brazilian whose linguistic level is framed in A2 according to the Common European Framework of Reference for Languages (CEFR), therefore it is for elementary students. Both thematic units focus on developing communicative skills through discussions and the enhancement of the four linguistic skills, *Speaking, Reading, Listening, and Writing*. Each unit has its respective Teacher’s Guide and it also has physical resources and online tools to help students to improve and practice the contents presented in the lessons. Furthermore, it is important to mention that all the project has a theoretical basis which can be read in the section “*Rationale*”.

Key Words: teaching english; thematic units; communicative skills.

SUMÁRIO

INTRODUCTION.....	8
UNIT: TRAVEL EXPERIENCES.....	11
UNIT: ART IS EVERYWHERE.....	25
TEACHER'S GUIDE.....	40
Unit 1: Travel Experiences.....	40
Unit 2: Art Is Everywhere.....	45
RATIONALE.....	50
Speaking.....	50
Listening.....	51
Grammar.....	52
Reading.....	53
Writing.....	54
Vocabulary.....	54
REFERENCES.....	55

INTRODUCTION

Being an English teacher isn't an easy job to do but it is very rewarding when you see your pupils learning and communicating with the world. The dream that was once yours, is now your students' desire. You as a teacher have the mission to guide them to fulfill it and be able to learn a new language.

Great Time units were designed to help pupils to learn English in an interesting and fun way. The themes of both lessons are engaging and focus on the four language skills, *speaking, reading, listening, and writing*. The aims are to teach English under the communicative teaching language to Elementary students and encourage them to use English in their everyday life.

In the first lesson, the theme "*Travel experiences*" will explore the students' preferences, desires about traveling, and experiences. They will read about the best road trips to take and a travel itinerary. The aim here is to engage them to build linguistic knowledge related to the theme. All the practice exercises seek to develop a range of skills that help the learners to build confidence to use English.

The same happens in the second lesson, "*Art is everywhere*", the goals are to provide enough opportunities to use English in different contexts and involve pupils to be the protagonists of their learning process. They will be exposed to the theme "Art and its types". They will use creativity and imagination to write biographies, a poster about art and its types, and many other activities related to the theme.

The use of authentic materials in both lessons also helps to show learners that English is part of the globalized world, it isn't only in their textbooks as a static language, but it is a language that is always changing and communicates with all the world, no matter how your accent sounds or how you speak, by learning this language, you can communicate to the world.

For that reason, to bring more opportunities for learners to practice English inside the classroom, the lessons also have digital tools as a pedagogical resource. The use of games such as Kahoot, QR codes to access listening exercises, and card games motivate students to see English learning as a pleasant process.

Hence, creativity, confidence, fun, and commitment are key words to describe the units designed for this project. Learning English has to be meaningful to learners,

therefore it has to be important in their everyday life, they have to see meaning in what they are studying, and when and how they will use it in the real world.

GREAT TIME

It's time to learn English





SHARE YOUR IDEAS

01. Discuss the questions below with your classmates:

- a. Do you like traveling?
- b. Why do you like to travel?
- c. Are there benefits related to travel?

02. Read some benefits of traveling:

Health

Travel improves your mental, physical and emotional health.

Personality

Travel changes you as a person.

Experiences

By traveling you gain invaluable experiences.

Development

Travel adds to your personal, professional and educational development.

03. Discuss with your classmates.



- a. Do you agree with these benefits?
- b. What is the most important one?
- c. Give examples of different experiences people gain by traveling.



VOCABULARY SECTION

04. Do you like to explore new places? Match the words to the correct picture:

- a. beach | b. desert | c. waterfall |
d. canyon | e. rainforest | f. mountain



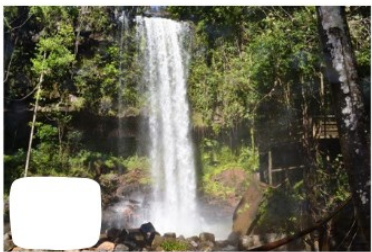
https://i.natgeofe.com/k/57627c4-44b3-4dd6-90e1-9762bdf003f6/deserts-palm_3x2.jpg



<https://www.oyster.com/wp-content/uploads/sites/35/2019/05/23392-30421610594-f2412a10a5-o.jpg>



<https://images.pexels.com/photos/618833/pexels-photo-618833.jpeg?cs=srgb&dl=pexels-sagui-andrea-618833.jpg&fm=jpg>



https://www.novauniao.ro.gov.br/media/k2/items/cache/509990894612754a72fa5171d588a179_XL.jpg



<https://cdn.mos.cms.futurecdn.net/StdZbjsdxJkdCr9Y4PvLN.jpg>



<https://media-cdn.tripadvisor.com/media/photo-s/1a2c85a3/gran-canyon-del-colorado.jpg>

05. Have you ever explored any of these places? Share with your classmates your experience.



LISTENING

Choose the alternative that completes the sentences correctly.

01. The Amazon river is...
- a. The second longest river in the world.
 - b. The deepest river in the world.
 - c. The smallest river in South America.
02. The largest country in South America is...
- a. Argentina
 - b. Brazil
 - c. Ecuador
03. The Orchid capital of the world is in...
- a. Ecuador
 - b. Peru
 - c. Chile
04. What is the highest uninterrupted waterfall?
- a. Southern Ice Fields
 - b. Atacama Desert
 - c. Angel Falls

https://youtu.be/R35URiT_fm8



*Have you ever been
to South America?
If not, Would you like to
go there?*

Share your answers.



READING TIME

Traveling is exploring new places, cultures and people. Now, read an interesting article about road trip destinations.

World's Best Road Trip Destinations

by Ine Vandenwyngaert - Mar, 8, 2021

Do you love road trips but can't figure out which country you want to explore next? We've got you covered! In this article you'll find some of the world's best road trip destinations, taking into account the beautiful scenery, variety of things to do and see, road conditions, and overall safety.

01. Namibia

(...) Namibia is a road trip destination unlike anywhere else in the world. It's home to the world's oldest desert, the tallest sand dunes, a vast unexplored coastline, and the largest population of free-roaming cheetahs. Who could ask for more?

02. Iceland's Ring Road

Being home to some of the world's most dramatic landscapes, Iceland is one of the world's best road trip destinations. It's an unforgettable experience to drive past giant volcanoes, hundreds of waterfalls, immense glaciers, and volcanic formations such as geysers, hot springs, and lava fields.



03. The American Southwest

From the desert landscapes in Nevada to the mountains in Utah, slot canyons in Arizona, and beach towns along the California Coast. There's something for everyone to explore.

And what's even more exciting? Amidst all that diversity are some of the most iconic natural highlights of the country. You'll find world-famous natural landscapes like the Grand Canyon, Antelope Canyon, Horseshoe Bend, and Monument Valley. Some of the country's best national parks, including Zion National Park, Arches National Park, and Yosemite National Park also fall along this road trip. And some of the most interesting cities, such as San Francisco, Los Angeles, and Las Vegas all lie within reasonable proximity!

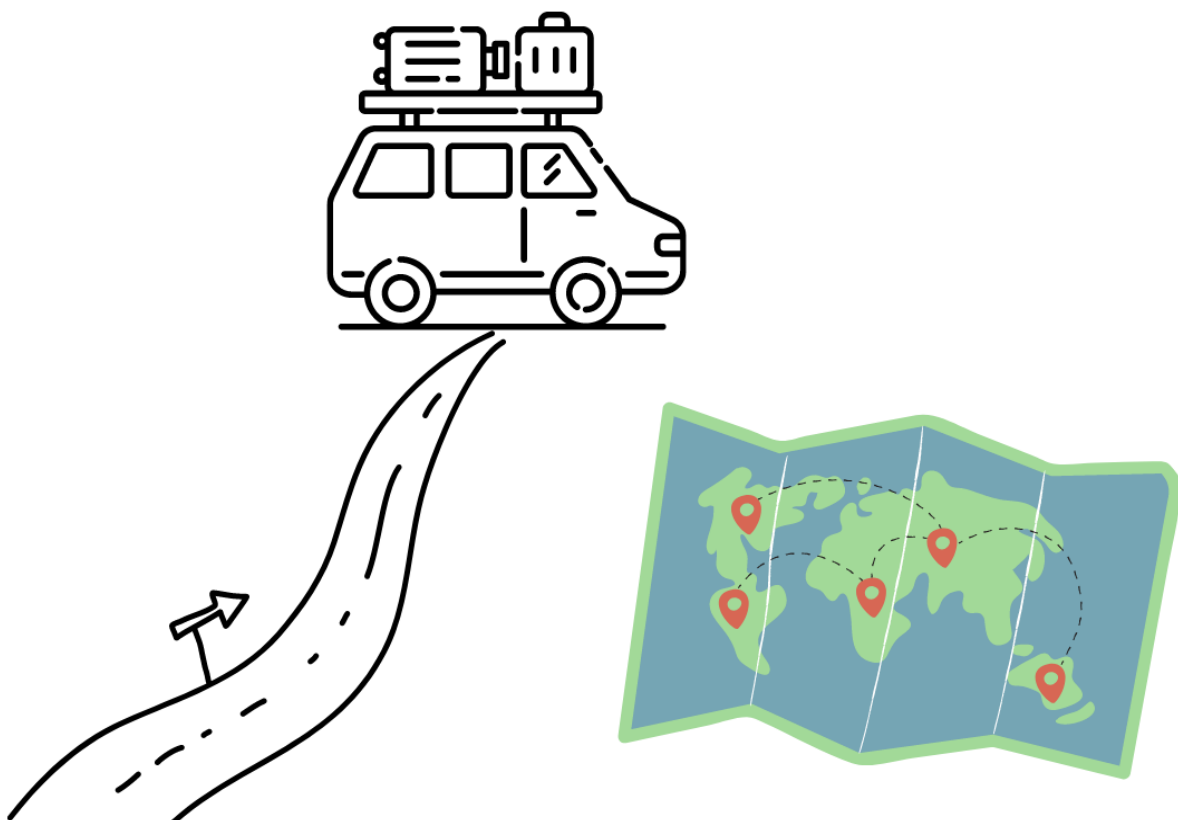
04. Portugal

Portugal is one of the best places to visit in Europe. Filled with spectacular coastlines, fabulous flavors, and historic cities that are only a few hours apart, Portugal is also one of the world's best road trip destinations. From the northern rolling hills and vineyards in the Douro Valley to some of the world's best surfing destinations along the west coast, and to the spectacular cliffs of the Algarve, there is so much to explore.

05. The Canadian Rockies

Rated as one of the most beautiful road trip destinations in the world, the Canadian Rockies should be on everyone's bucket list! Well-connected roads and highways wind through the snow-capped mountains and lush valleys, from town to town and to the most beautiful lakes and attractions. The Canadian Rockies are a true nature and adventurer's paradise, home to tons of wildlife, raging rivers, and endless hiking and biking trails. The most popular and scenic route is the Icefields Parkway (Highway 93) which connects the charming alpine towns of Banff to Jasper, with natural wonders and vistas along the way.

Adapted text from: <https://www.worldwildhearts.com/post/best-roadtrip-destinations>



01. Match the countries to the sentences:

1. Namibia | 2. The American Southwest | 3. Portugal
4. Iceland's Ring Road | 5. The Canadian Rockies

a. You can drive past giant volcanoes and immense glaciers ()

b. It's one of the best places to visit in Europe. ()

c. The most popular and scenic route is the Highway 93. ()

d. You'll find world-famous natural landscapes like the Grand Canyon and Monument Valley. ()

e. The largest population of free-roaming cheetahs live there ()

02. Which of these places would you like to go to? Why?



LANGUAGE IN USE

01. Complete the sentences using the words from the list below. Read the text on pages 5 to 7 and check your answers.

REMOTE | DRAMATIC | BEST | OLDEST | POPULAR

- a.** You'll pass through the most _____ towns and places.
- b.** It's home to the world's _____ desert.
- c.** Being home to some of the world's most _____ landscapes.
- d.** The most _____ and scenic route is the Icefields Parkway.
- e.** Portugal is also one of the world's _____ road trip destinations.

02. Complete the rule about the Superlative Form.

Use: To describe one person or thing as having more of a quality than all other people or things in a group. (Cambridge Dictionary definition)

a. Add ¹ _____ to short adjectives.

E.g.: OLD → THE OLDEST

TALL → ² _____

b. Adjectives ending in consonant+-Y, change -Y to ³ _____ and add "EST".

E.g.: EASY → THE EASIEST

PRETTY → ⁴ _____

c. Add ⁵ _____ to long adjectives.

E.g.: ICONIC → THE MOST ICONIC

BEAUTIFUL → ⁶ _____

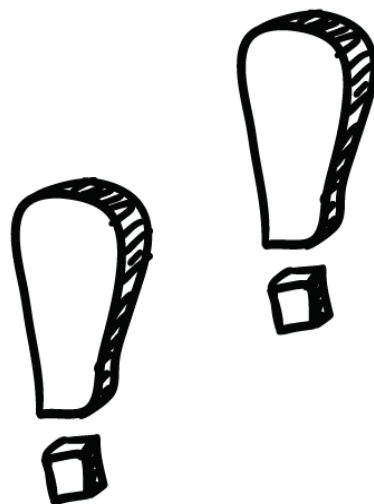
Don't forget to use "THE" with superlatives.

IRREGULAR ADJECTIVES

Good- The Best

Bad- The worst

Far- The farthest/ furthest





HANDS ON

01. Fill in the gaps with the adjectives below in the superlative form. Scan the QR code to watch a video to check your answers.

HIGH | DRY | SMALL | LARGE



- a.** The Amazon is _____ rainforest in the world.
- b.** Ecuador is _____ country in South America.
- c.** Atacama desert is _____ place on earth.
- d.** Angel Falls is _____ uninterrupted waterfall in the world.

*Scan the QR code to play
a game about the Superlatives.*





WRITING

1. Read a Travel Itinerary posted on a blog.

Seoul Itinerary 4 days

WHERE TO STAY IN SEOUL

It is recommended to stay in the Myeongdong, Jongno or Itaewon area. This is an area well connected to the airport and other areas in Seoul.







DAY 1

Use the first day to explore the historic center of Seoul. This is the original center of when Seoul was first established in the Joseon Dynasty almost 1000 years ago. The must see places in downtown Seoul are:

- ★ Gwanghwamun and Gyeongbokgung Palace
- ★ Bukchon village
- ★ Insadong
- ★ Jongno and Myeongdong area.

All these areas lie within walking distance, there is no need to get around by taxi, bus or subway.

DAY 2

Use the 2nd day to go on a day trip from Seoul. Leave early in the morning from your hotel in Seoul and come back at the end of the day. There are a lot of beautiful destinations in the Gyeonggi-do province which is very easily accessible from Seoul by bus or even by subway.

Check other places:

- ★ Demilitarization Zone And Joined Security Area

The JSA and DMZ is a must go day trip, especially for history lovers. This is located on the border of North and South Korea, which is only 60 kilometers from Seoul.

- ★ Everland Amusement Park
- ★ Nami Island

DAY 3

Use the third day to explore the newer areas in Seoul including Hongdae, Dongdaemun, Itaewon and Gangnam. Each area has its own characteristics and different atmosphere.

DAY 4

Use the last day of the Seoul itinerary to explore one of the many museums in Seoul. Most of these museums are huge and one can easily spend a couple of hours in there. Below is a list of the best museums Seoul has to offer when it comes to history, art, culture, etc.

- ★ The Itaewon War Memorial Museum
- ★ National Museum Of Korea
- ★ National Museum of Korean Contemporary History
- ★ Seodaemun Prison Memorial Hall

<https://bemariekorea.com/seoul-itinerary-4-days/>

2. Answer the questions:

a. What places did the author suggest to stay in Seoul?

b. What is the plan for day 1?

c. Write some places where you can take a day trip from Seoul.

d. Name two newer areas in Seoul that people can explore.

e. What was the suggestion for day 4 in the travel itinerary?

-----.

WHAT IS A TRAVEL ITINERARY?

A travel itinerary outlines all elements of a trip, from hotel stops to destinations. It can be indispensable, whether you're planning a weekend vacation or an extended road trip.

<https://www.wikihow.com/Create-a-Travel-Itinerary>

Now it's your turn...



Think about a trip you want to take and write a Travel Itinerary. Follow the steps below to write your travel itinerary.

1. Choose a place to go to.
2. Decide how many days you are going to spend there.
3. The place you're going to stay (hotel/ house/ hostel)
4. The places you want to visit
5. Mean of transportation you are going to use.



SELF ASSESSMENT

1 YES | 2 PARTLY | 3 NOT YET

01. *I can talk about travel.*

02. *I can use the superlative form.*

03. *I can write a Travel Itinerary.*

UNIT: ART IS EVERYWHERE

A
R
T

I
S

E
V
E
R
Y
W
H
E
R
E



SHARE YOUR IDEAS

“Art is not what you see, but what you make others see.”

Edgar Degas

- a. Do you agree with this sentence?
- b. Do you like Art?
- c. Is Art important for you?
- d. Do you know any famous artist?



VOCABULARY SECTION

Every Art work is unique. Here are some types of expression.
Read the names and match them to the pictures.

- 1. Architecture | 2. Theater | 3. Painting | 4. Literature |
- 5. Sculpting | 6. Music | 7. Film



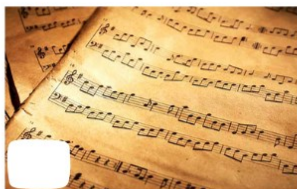
<https://iilif.micr.io/ZKSPH/full/1280/9/default.jpg>



<https://artfilemagazine.com/wp-content/uploads/2022/09/Famous-Sculptures.jpg>



<https://cdn.britannica.com/62/210202-050-D644C84B/Horyu-ji-Temple-Ikaruga-Nara-Japan-Buddhism.jpg>



https://blog.fritzdobbert.com.br/wp-content/uploads/2020/04/shutterstock_29492253.jpg



<https://likranes.files.wordpress.com/2018/07/classic-lit-2.jpg>



<https://www.ecchionetzie.it/wp-content/uploads/2021/12/cinema-2.jpg>



<https://v5j9q4b5.rocketcdn.me/wp-content/uploads/2020/06/mascaras-de-teatro-origem-simbolismo-e-representacao-no-teatro-grego.jpg>

What is your favorite type of art?
Share with your class



WHAT IS ART?



Read the definition from KidzSearch Encyclopedia.

"Art is an activity or creation by people that has importance because of an attraction to the human senses. Art is made when a human expresses himself or herself. [...] Art includes drawing, painting, sculpting, photography, performance art, dance, music, poetry, prose and theatre."

<https://wiki.kidzsearch.com/wiki/Art>



Talk to your teacher and classmates about the definition above.



<https://youtu.be/qv8TANh8djl>



LISTENING

Now, that you know the definition and the types of art. Scan the QR code and listen about a famous painter called Vincent Van Gogh and answer the following questions:

1. When was Van Gogh born?
 - 1853
 - 1850
 - 1880
2. What countries did he travelled when he was young?
 - The Netherlands; France and Italy.
 - France, England and Belgium.
 - England, Spain and Canada.
3. How old was he when he died?
 - 35
 - 47
 - 37
4. How many paintings did he sell when he was alive?
 - one
 - nine hundred
 - two hundred
5. How was his first good paintings?
 - they were dark and serious
 - they were Bright paintings
 - they were colorful paintings.
6. What style of art was invented inspired on van gogh's art?
 - Expressionism
 - Futurism
 - Cubism



Did you know about Vicent Van Gogh's story?



TIME TO CREATE

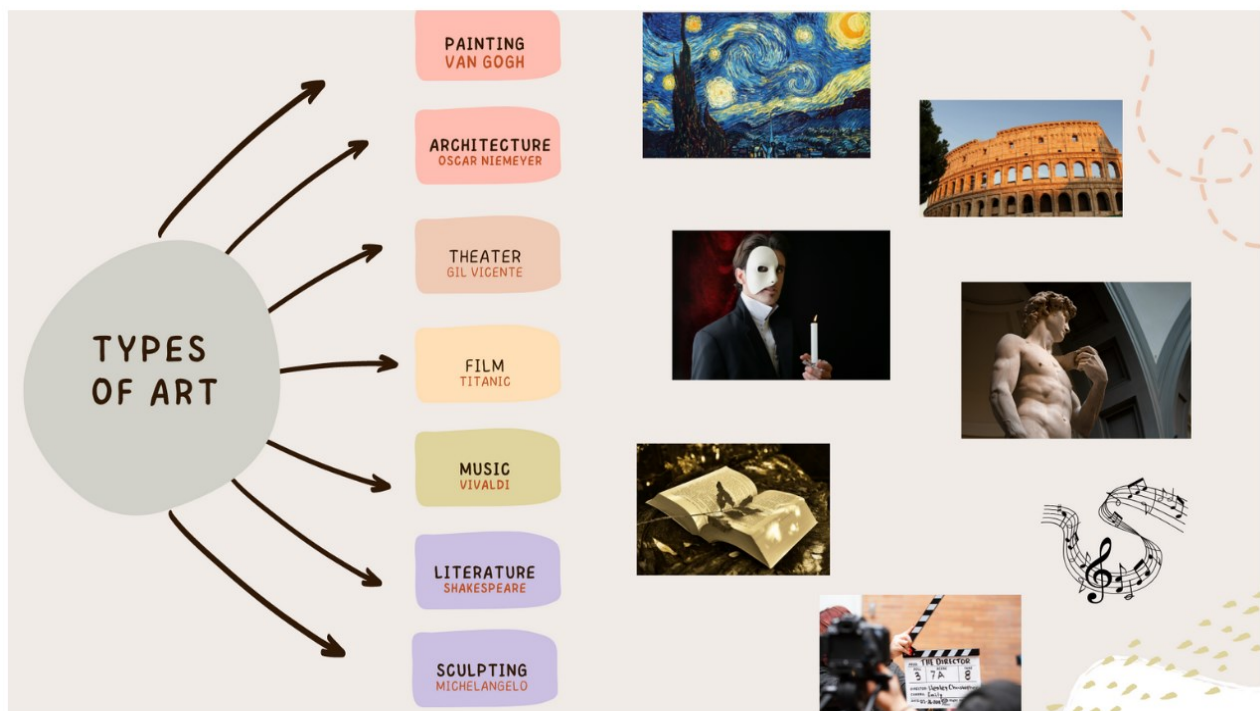


In pairs, create a poster about the types of art you learned. Look at the example.

Follow the steps below to help you:

- 1- Search about one artist related to each type of art;
- 2- Attach photos;
- 3- You can add important facts of each type of art.

Present the result to your classmates.





READING TIME

Look at these paintings and talk to your class:

- Do you like them?
- What colors can you see?
- Do you know who painted them?
- What is happening in each painting?



<https://www.pablocicasso.org/images/paintings/three-musicians.jpg>



https://media.tate.org.uk/art/images/work/T/T05/T05010_9.jpg



https://ogimg.infoglobo.com.br/in/21279652-caf-4b0/FT1086A/guernica_picasso.jpg

Now, read about the artist who painted the previous paintings.

Pablo Picasso

Pablo Ruiz y Picasso was born on October 25, 1881, in Málaga, Spain. He learned to draw from his father, a professional art teacher. Picasso held his first exhibition at age 13 and then studied at an art academy. But in 1899 he decided to break with his formal training and join a group of experimental artists.

Picasso and another painter named Georges Braque created a new style of art called Cubism. This style does not show people or objects in a realistic way. Instead the subjects are broken apart into many flat shapes. Several sides of the same subject might show at once.

In 1937 Picasso painted Guernica, which many consider his masterpiece. It shows images of suffering after the bombing of the town of Guernica during the Spanish Civil War. Picasso continued to work into his 90s. He died on April 8, 1973, in Mougins, France.

<https://kids.britannica.com/kids/article/Pablo-Picasso/353625>

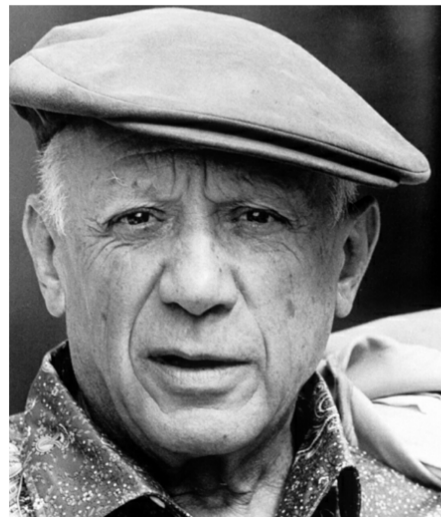
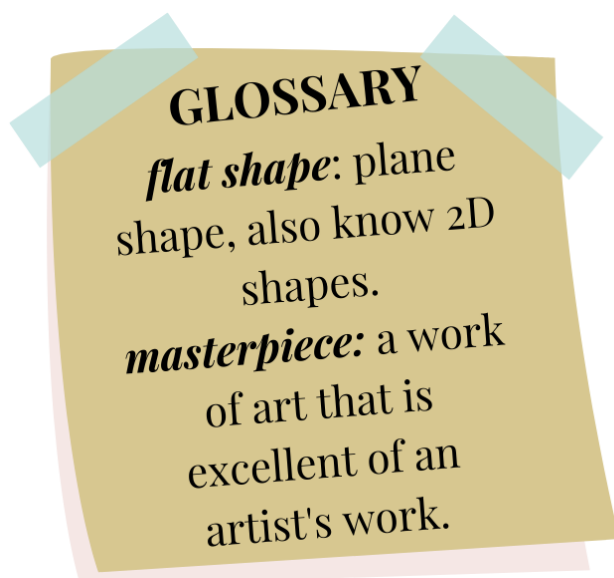


Imagen: https://upload.wikimedia.org/wikipedia/commons/9/98/Pablo_picasso_1.jpg

01. Tick the sentences that are true about Picasso's life.

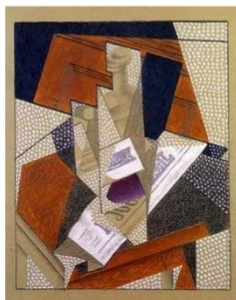
- a. Picasso was born in 1881. []
- b. Picasso's Father was a farmer. []
- c. Picasso learned to draw from his mother. []
- d. Picasso and Braque created a new style of art called Cubism []
- e. Cubism show people and objects in their realistic way. []
- f. Guernica is Braque's masterpiece. []
- g. Picasso died on April 8, 1973. []

02. What does the painting *Guernica*, the masterpiece of Picasso, show?

FACTS ABOUT CUBISM

1- Cubism was the first abstract style of modern art.

2- The Cubists introduced collage into painting.



<https://i.pinimg.com/736x/71/79/e0/7179e07a841e85dab5cf31b0627e0fd9.jpg>



<https://laart.art.br/wp-content/uploads/2019/10/63.14TarsilaCaipirinha.jpg>



<https://www.shutterstock.com/image-vector/colorful-background-cubism-art-styleabstract-260nw-1417483058.jpg>



LANGUAGE IN USE

01. Read the sentence below and answer the question:

"Picasso and another painter named Georges Braque created a new style of art called Cubism."

a. Is this sentence about a past or a present event?

02. Complete the sentences with the words from the list. Check your answers on the text about Picasso's life.

painted | learned | studied | decided

a. He _____ to draw from his father.

b. Pablo _____ at an art academy.

c. In 1899 Picasso _____ to break with his formal training and join a group of experimental artists.

d. In 1937 Picasso _____ Guernica.

3. Complete the rules about the simple past form.

Simple past- Regular verbs

Use the simple past to talk about
¹present / past events.

Add ²_____ to the base form of the verbs.

Creat- created | paint- painted

When the verbs ends in ³_____, just add -D

Decide- decided

When the verbs ends in consonant+ -y,
 change y to ⁴_____ and add-ed.

Study- studied



HANDS ON

04. In pairs, play a game about the simple past-regular verbs.

How to play:



- i. Detach the cards on pages I, II, and III;
- ii. It's a memory game, so you have to find the card that shows the base form and past form of the verbs;
- iii. Use the sheet of paper on page IV to create sentences using the verbs that you got.
- iv. The winner is the student who gets more cards and writes sentences to each verb found.

04. Read the biography of William Shakespeare. Complete the blank spaces using the simple past form of the verbs in parentheses.

William Shakespeare was born in 1564 in Stratford-upon Avon, in England. His father, John, was a glove-maker. His mother, Mary, was a farmer's daughter. William probably _____ (study) Latin, Greek and history, and left school when he was 14 or 15. Three years later he _____ (marry) Anne Hathaway. They had a daughter called Susanna and twins named Judith and Hamnet. Sometime before 1590 he left Stratford and went to London, the capital city of England. Shakespeare _____ (work) in London as an actor and then _____ (start) writing plays too. In 1593 the plague, a terrible disease, _____ (kill) thousands of people and theatres were closed. Shakespeare _____ (help) build a new theatre called The Globe. It _____ (open) in 1599. It was round and had space for 3,000 people. Shakespeare wrote comedies with happy endings, like *A Midsummer Night's Dream*. He wrote tragedies which had sad endings, like *Romeo and Juliet*. His history plays are about kings and queens, like *Henry V*. Shakespeare wrote 38 plays, maybe more. He _____ (love) language and _____ (invent) new words and expressions that we still use today. William became rich and famous. He had houses in London and in Stratford. He _____ (die) when he was 52 on 23 April 1616.

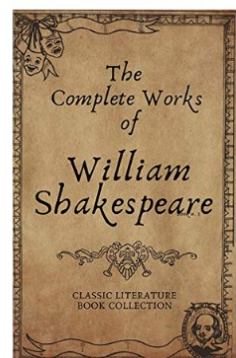
<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-shakespeare-william-shakespeare-transcript.pdf>



<https://upload.wikimedia.org/wikipedia/commons/a/a2/Shakespeare.jpg>



<https://media.shakespeare.org.uk/images/sbt-1994-16-wooden-o-graham-c.2e16d0ba.fill-1200x600-c75.jpg>



<https://m.media-amazon.com/images/I/5159j8sGWM.jpg>



WRITING

You read about the life of two famous artists. Now, it's your turn to search for a famous artist and write his/her biography. Follow the steps below to write it:

- Think about a famous artist you'd like to know more about.
- Search his/her birth date, family members, hometown, and personal curiosities.
- What kind of art did this artist do? (Search about his professional life/ attach photos of his work)
- Write the biography using your own words.
- Give it to your teacher to correct and then, after the proper feedback share with your classmates the result.



SELF ASSESSMENT

1 YES | 2 PARTLY | 3 NOT YET

01. *I can talk about what is art and its types.*

02. *I can use the simple past of the regular verbs.*

03. *I can write a short biography.*

Simple past- regular verbs

GAME

CRY



CRIED



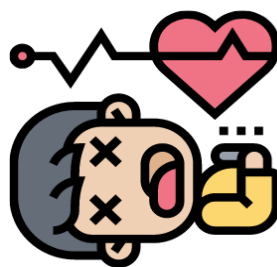
LIKE



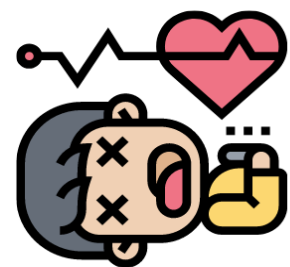
LIKED



DIE



DIED



PAINT



PAINTED



COOK



COOKED



WATCH



WATCHED



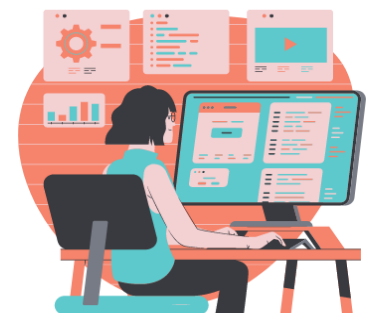
STUDY



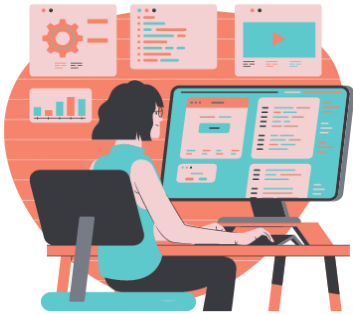
STUDIED



WORK



WORKED



DANCE



DANCED



LOVE



LOVED



HELP



HELPED



PLAY



PLAYED





GAME SENTENCES



D



Handwriting practice lines consisting of a vertical column of 20 brown dots on the left and 20 horizontal brown lines extending to the right.

Handwriting practice lines consisting of a vertical column of 20 horizontal dotted lines extending to the right.



TEACHER'S GUIDE

UNIT 1: TRAVEL EXPERIENCES

AIMS	To enable students to talk about travel and its benefits; To enable students to use the superlative form; To enable students to write and talk about his/her travel itinerary;
GRAMMAR	Superlative adjectives
VOCABULARY	Places: beach, desert, waterfall, canyon, rainforest, mountain; adjectives
SKILLS	Speaking: Talk about travel and its benefits; Listening: Listen about South America and its places to explore; Reading: Read a blog; Writing: Read and write a travel itinerary.

Page 01

LESSON INTRODUCTION

- Write on the board the title of the lesson.
- Ask the students: What do you think are we going to study in this lesson?

Page 02

SHARE YOUR IDEAS

01.

- Write the questions on the board:
 - a. Do you like traveling?
 - b. Why do you like to travel?
 - c. Are there benefits related to travel?

- Discuss the questions with the students, and make sure that each student gives his/her opinion.

02.

- Ask the students to read individually each benefit of traveling;

Page 03

03.

- Discuss with the students the benefits of traveling;
- Allow time for them to give their opinions and share their travel experiences.

VOCABULARY SECTION

04.

- Divide the students into pairs and give them some time to match the names to the pictures. They can use dictionaries, if necessary.
- When the students finish the exercise, change the pairs and let them compare their answers.
- Correct the exercise using flashcards and model pronunciation.

 **Answers**

1 B | 2 A | 3 F | 4 C | 5 E | 6 D

05.

Display the flashcards from the previous exercise on the board and ask: *Have you ever explored any of the places?*

Let the students share their experiences in small groups of 3-4 students.

Page 04

LISTENING

- Display photos of different places in South America people like traveling. Go through each photo and ask the students if they would like to go there or if they've already gone.
- Say that they are going to watch a video about South America. Before playing it, read the questions and answers with the students. Check that the students understood the exercise.
- Play the audio twice. For the first time, students just listen and pay attention. After that, they answer the questions. Then, play again the video and check the answers together with the students.

 **Answers**

1 A | 2 B | 3 A | 4 C

AUDIO TRANSCRIPTION

SOUTH AMERICA- DESTINATION WORLD

https://www.youtube.com/watch?v=R35URiT_fm8

This is Earth! Maybe you've heard of it? I sure hope so, because you live on one of its seven continents!

If you're Looking for a culture as exciting as its landscapes, then take a look at South America.

It's home to the largest rainforest in the world, The Amazon rainforest. It covers over 2 million square miles. That's a lot of trees. And its thick vegetation makes more than 20% of the world's oxygen. Snaking through the rainforest, is the Amazon River, the largest river in the world. Surrounding this incredible river is a rich ecosystem full of life: about 40,000 plant species, 1,300 bird species, 3,000 types of fish, 430 species of mammals, and 2 ½ million different species of insects! The Amazon river is the second-longest river in the world and travels almost 4,000 miles. That's the distance from New York to Rome.

The largest country in South America is Brazil. It covers almost half of the continent. One of the smallest countries in South America is Ecuador. What it lacks in size, it

makes up for in natural beauty. Ecuador has over 4,000 species of orchids, making it the orchid capital of the world.

You won't find any Flowers in Chile's Atacama Desert, though. It's considered the driest place on Earth! The air here is so dry, there are hardly any clouds, making it one of the best places to stargaze. For more stunning views, check out Angel Falls in Venezuela, the world's highest uninterrupted waterfall.

If you prefer your water frozen, head south to see the Southern Ice Fields of Torres del Paine National Park in Chile. Here, you can Join over 100,000 visitors a year exploring the mountain peaks and glaciers.

Full of wildlife, natural Wonders, and culture, there's no place quite as extraordinary as South America.

Pages 05, 06 and 07

READING

- Read the title together with the students and tell them that they are going to read an article about some of the best road trip destinations. Check if they understand what "road trip" means.
- Students read the text individually. Allow them to use dictionaries to check the meaning of any word that may be tricky for them.
- After reading the text, discuss with the class the ranking presented and if they agree with the article.

Page 08

1

- Match the sentences to the alternatives;
- Students do it individually and then compare their answers with a colleague.
- Check the answers on the board by asking each student to read a sentence and tell his/ her answer.



Answers

A 4 | B 3 | C 5 | D 2 | E 1

2

- Allow some time for the students to answer the question and share his/ her answer with a colleague.

Page 09

LANGUAGE IN USE

1

- Read the list of adjectives with the students and check if they understood their meaning. Ask them to complete as they remember the article they read, compare the answers with a colleague, and then, check the answers on the article on pages 05-06 and 07.



Answers

. **remote | b. oldest | c. dramatic | d. popular | e. best**

Page 10

2

- In pairs, let the students complete the rules about the Superlative forms.
- Allow them some time to think about how it changes and works in the language.
- Correct the exercise by giving real examples with each adjective and providing them more practice with extra words.

 **Answers**

1 “EST” | 2 The tallest | 3 “I” | 4 The prettiest | 5 the most | 6 the most beautiful

Page 11

HANDS ON

1

- Students complete the sentences using the adjectives from the list. They have to use the superlative form. Check the answers by watching the video from the listening exercise again.

 **Answers**

a. the largest | b. the smallest | c. the driest | d. the highest

ONLINE TOOL

This exercise is a fun way to practice the use of the superlative in sentences by playing a game and having fun with classmates.

- Ask the students to scan the code of the Kahoot game.
- Present on the TV / Projector the game code and explain to them what they have to do on the game.
- Use this time to reinforce the use of superlative adjectives.

Kahoot: <https://create.kahoot.it/share/superlative/70af5a5b-3a11-400c-95ef-5c89d4996e84>



Page 12

WRITING

1

- Display the Travel Itinerary on the TV/ projector, and ask questions: “What is it?”; “Where is the trip to?”; “How many days is this itinerary for?”
- Tell the students that they are going to read a travel itinerary to Seoul, South Korea.
- Provide enough time for them to read individually;

Page 13

2

- Individually, the students answer the questions about the travel itinerary.

Answers

- He suggested staying in the Myeongong, Jongno, or Itaewon area.
- Explore the historic center of Seoul.
- Gyeonggi-do province; Demilitarization Zone and joined security área; Everland Amusement Park and Nami island.
- Hongdae, Dongdaemun, Itaewon and Gangnam.
- Explore one of the museums in Seoul.

WHAT IS A TRAVEL ITINERARY? (BOX)

Read the box with the students and clarify their answers.

Page 14

- Tell the students to write a travel itinerary. Provide background information on how to write a travel itinerary.
- Provide proper feedback on their writing works.

SELF ASSESSMENT

Provide some time for the students to evaluate their learning process in this lesson. Ask them to share their feelings and doubts.

AIMS	To enable students to talk about art and its types; To enable students to use the simple past form of the regular verbs; To enable students to read and write a biography;
GRAMMAR	The simple past form of the regular verbs.
VOCABULARY	Types of art: Architecture; Theater; Painting; Literature; Sculpting; Music and film.
SKILLS	Speaking: Talk about art and its types; Listening: Listen to Vicent Van Gogh's biography; Reading: Read biographies; Writing: Write a biography.

UNIT 2: ART IS EVERYWHERE

Page 01

Lesson Introduction

Books opened;

Make a circle with the students.

Ask: " Do you agree with the title "*art is everywhere?*"

"Where can you see art?"

Page 02

SHARE YOUR IDEAS

- Elicit the students to read the sentence and share their opinion about it.
- Ask the questions presented in the lesson and make sure that each student has the opportunity to speak.

VOCABULARY SECTION

- In pairs, the students have to match the names to the pictures.
- Check the answers on the board by using flashcards.
- Model pronunciation in groups and individually.
- Ask the question "*What is your favorite art style?*" and let them share their likes and dislikes about art.

Page 03

WHAT IS ART?

- Tell the students to read the definition of art presented in the lesson.
- Promote a group discussion about it.

- Encourage them to share their thoughts about what is art for them. While the students share their ideas, make a mind map on the board with their answers.

LISTENING

- The students are going to listen to Vincent Van Gogh's story.
 - Tell them that Van Gogh was an important painter and his work influenced art until nowadays.
 - Play the video twice. The first time, the students just pay attention, and then check their answers. Allow them some time to compare their answers. Then, play the video again and check the answers on the board.

Answers

1. 1853 | 2. France, England, and Belgium | 3. 37 | 4. one | 5. They were dark and serious | 6. Expressionism

AUDIO TRANSCRIPTION

Vincent Van Gogh for children: biography for kids- FreeSchool
 (<https://www.youtube.com/watch?v=qv8TANh8djl>)

Today, we're going to learn about the famous artist Vincent Van Gogh. Born in 1853, Vincent Van Gogh was a 19th-century Dutch painter. Dutch is the word for people from the Netherlands. The Netherlands is a small country in Western Europe. When he was a young man, Van Gogh traveled to France, England, and Belgium, but near the end of his life, he moved to France. Although Van Gogh began to draw when he was a child, he did not start painting until he was in his late twenties and many of his best paintings were only done in the last two years of his life, before his death at the age of 37. His work is very famous now, but while he was alive most people didn't want his paintings. Vincent Van Gogh made over 900 paintings while he was alive, but he only know about one that someone wanted to buy. His first really good paintings were dark and serious. At the time, people were looking for brighter, more colorful art. When he moved to France, Van Gogh saw new kinds of art, with new, brighter colors. He liked what he saw so much that he started to paint with brighter colors himself right away. Later, he moved to the south of France, where the sunlight was very strong and bright. The beauty and color of the place he lived inspired him to paint it, and his artwork got even brighter and more colorful – full of new intensity, and also full of emotion. People started to become interested in his new, bright paintings. If he had lived longer, Van Gogh might sell many pieces of art and could have become a very famous painter, but unfortunately, he died in 1890. Vincent Van Gogh's distinctive style makes it easy to recognize his paintings. His art was something new, a new way to see the world, and a new way to paint. Because of his paintings, a new form of art, called Expressionism, was invented, and his work still influences artists today. He did not live to see it, but today Vincent Van Gogh is one of the most famous painters in history. The paintings that no one wanted to buy are now worth millions of dollars; some of the most expensive paintings in the world, and some of the most famous. I hope you enjoyed learning about the famous artist, Vincent Van Gogh and seeing some of his beautiful artwork. Goodbye!

Page 04

After, the listening exercise, ask the students if they knew who Vicent Van Gogh was. Present to the class some paintings of his and some curious facts about his story and paintings.

TIME TO CREATE

In this section, the students are expected to create a project in pairs. This activity aims to consolidate the definition of art and the vocabulary studied on the previous pages.

- Students should create a poster about the types of art studied (Painting, Architecture, Theater, Film, Music, Literature, and Sculpting). It's necessary to search for one artist that represents each type and illustrate the project with pictures or drawings. There is an example in the lesson.
- Clarify every doubt that the students may have.
- Give them enough time to create the activity in class, and provide them with the necessary materials, such as magazines, books, internet devices, printer, etc.
- After producing the poster, the pairs have to present their work to the class.

Page 05

READING

- Display the photos of the page on TV or a projector.
- Ask questions to the class. *"Do you like them?"*; *"What colors can you see?"*; *"Do you know who painted them?"*; *"What is happening in each painting?"*.
- Encourage the students to share their thoughts.

Page 06

- Tell the students that Picasso was the painter of the previous paintings. Ask them if they know who Picasso is and why he is a famous painter.
- Tell them that they are going to read a biography, a short text about someone's life, it is about Picasso.
- Allow them some time to read the text individually.

Page 07

1

- After reading the text, the students should answer the questions about Picasso's biography individually.
- Before checking the answers, put the students in pairs to compare their answers. Check the questions on the board.

 **Answers**

A; D; G

2

It's expected that the students find in the text the information about the painting *"Guernica"*.

- Show them the painting and check the answer. After this, ask the students to share their feelings and thoughts about the painting.

 **Answer Exercise 2**

“It shows images of suffering after the bombing of the town of Guernica during the Spanish Civil War.”

FACTS ABOUT CUBISM

Read with the students the facts about Cubism and discuss with them what they think about this art style. Provide extra pictures to show the features of this movement.

Page 08

LANGUAGE IN USE

This is the grammar section, the students are going to learn about the simple past of regular verbs in the affirmative form.

1

- The students have to read the sentence and answer the question. This exercise aims to notice the past form of the verb.

 **Answer**

It is a past event.

2 Read the verbs with the students and ask them to complete the sentences from their minds, then they compare their answers with a classmate and check on the text the answers.

 **Answer**

. learned | b. studied | c. decided | d. painted

Page 09

3

- In pairs, the students have to complete the rules about the use and form of the regular verbs in the past form. It's expected that the students notice how the rules work.

- Check the answers on the board and provide further explanations and examples. Clarify any doubts.

 **Answer**

1. past | 2. ED | 3. E | 4. I

HANDS ON

This section aims to consolidate the simple past form of the verbs in a fun way. The students are going to play a game and create sentences using the verbs given in each card. The winner is who gets more cards and writes the corresponding sentence.

Game Rules:

- 1- Divide the class into pairs;
- 2- Detach the cards;
- 3- It's a memory game, the students have to find the base form and the simple past form to get the pair of cards.
- 4- When a player gets a pair of cards, he/she has to create a sentence on the answer sheet;
- 5- Wins who get more cards and write the corresponding sentence to each verb.
- 6- At the end of the game, deliver the answer sheet to the teacher.

Page 10**4**

- Tell the students to look at the pictures.
- Ask: "Do you know who this man is?"; "What do you think he did?";
- Tell them that they are going to read William Shakespeare's biography, but there are some blank spaces in the text. Each space has to be completed with the past form of the verbs in the parenthesis.
- Allow them some time to do it individually, then read the biography with the students and check the answers. Clarify any doubts about grammar or vocabulary.

**Answer**

studied | married | worked | started | killed | helped | opened | loved | invented | died

Page 11**WRITING**

To provide meaningful practice of the genre studied in the lesson. The students must write a biography following the instructions given.

- They have to think that they were a famous artist in the past.
- Write about the birth date, family, friends, city, and work (art style created or adopted).
- It's necessary to attach an example of his/her artwork.
- Show the results to the class after receiving the proper feedback.

Attention: Allow time for students to write in the classroom.

SELF ASSESSMENT

Provide some time for the students to evaluate their learning process during the lesson.

RATIONALE

This project was designed to help students to develop their communicative skills under Communicative Language Teaching (CLT). This approach

is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. (British Council, 2013?)

The communicative approach seeks to know how to use the language for a range of different purposes and functions; how to produce and understand different types of texts and how to maintain communication. Learning is seen here as a process that focuses on results for learners such as creating meaning and purposeful interaction between people (RICHARDS, 2006).

The teacher's role in this approach is as a facilitator and guides the learner to build his learning more actively. Taking this into account, both lessons presented in this project aim to develop reading, writing, listening, and speaking engaging the students on interesting and attractive themes that encourage them to share their thoughts and real-life experiences using the language more freely and meaningfully.

Speaking

Share your ideas is the main section to develop oral skills in Great Time lessons. The aim is to create a real socio-cultural context to engage students to share their opinions and experiences about the themes proposed throughout speaking practice.

The development of oral language proficiency brings the opportunity to learners to communicate in the world as a social human, establishing personal and social relations, moreover, it helps them to become more articulate and sophisticated users of the language.

As teachers, we need to incorporate

as many opportunities as possible for students to engage in discussions and conversations—and

equalize the talking time—is the easiest and most effective way to build oral language competence (KONZA, 2016, p. 2).

Engaging the students to speak not only in this section but throughout the lesson is an important purpose to build the learner's confidence to speak and develop fluency while studying the lesson, the focus here is to take the student to a greater degree of responsibility for his/her learning. (RICHARDS, 2006)

Listening

Although teaching listening skills may be a challenge for teachers, Rost (1994) apud Nunan *et. al* (2002) say that it

“(...) is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin”.(p.239)

For this reason, teachers should teach listening skills to learners and provide enough opportunities for them to listen and perceive their role in the learning process. Learners should be active and aware of what is expected from them in the listening practice. Nunan *et. al* (2002) also says that “if learners are aware of what they are doing, if they are conscious of the processes underlying the learning they are involved in, learning will be more effective”.

It is also important to note that

“To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication” (AHMADI & GILAKJANI, 2011, p.978).

Therefore, Great time exercises were designed to help students to develop their listening skills by being exposed to authentic materials and different variables of spoken English. The aim is to provide meaning while the listening activities are being practiced in the classroom, it is expected that learners organize their knowledge and focus their attention and comprehension on what has been said.

Grammar

The term “*grammar*” to some may be hated while to others can be loved. For a long time in the language teaching history, it was believed that knowing all the rules, their names, and how to use them on fill the gaps exercises was enough to make learners fluent in the second language.

The Revolution in language learning changed the way teachers teach grammar and how they see it. Grammar is not only a set of rules, but it shows how the language is organized. And learning grammar and understanding its real function in the language is crucial to help learners to communicate better.

Scrivener, 2005 defends that learners need to be exposed to the language and

‘they need to notice and understand items being used; they need to try using the language themselves in ‘safe’ practice ways and in more demanding contexts; they need to remember the things they have learned. (SCRIVENER, 2005, p. 253)

Following this idea, the *language in use* section in Great Time units seeks to present grammar topics in a dynamic way to take students to think about how language structures can be used in English. The purpose here is to create a meaningful and communicative environment for pupils to learn and use the language in real life. It is expected to make students protagonists of their learning and reduce the time of teacher talks in the classroom. The goal is to provide as many opportunities as possible to use language in real contexts.

Reading

According to Nunan (2015), reading is a receptive skill that involves highly complex thinking processes. By reading, people may have two important functions depending on the purpose of how someone reads, first, people may read for communicative purposes, that is real-world reading (daily life reading), or read for educational purposes.

In Communicative Language Teaching (CLT) the materials are likely to provide more interesting and motivating reading texts according to the pupil's needs and interests. Authentic resources are exploited to enhance their abilities to use the language confidently (Richards, Jack C. & Rogers, Theodore S., 2001 apud Irmawati 2012).

Hence, to engage learners to read fluently, teachers should understand what an engaged reader is; according to Anderson *et. al* (2014), an engaged reader is someone who reads widely and with a purpose, such as pleasure, for information or to learn something new, an engaged reader also knows how to use reading strategies and is aware of his learning process. Then, motivating and creating a motivational classroom environment is part of the teacher's role to improve the students' reading skills.

In Great Time lessons, the *reading section* was designed to help students to develop their skills and provide meaningful practice through authentic material on themes that may be interesting to learners such as traveling and someone's biography. The reading comprehension exercises were also thought to promote discussion and apply the use of different strategies to check comprehension and develop reading skills.

Writing

Writing is a productive skill that involves a range of other skills. According to Sara Cushing Weigle *et. al* in the book *Teaching English as a Second Language* “learning to write means learning to participate in one or more discourse communities” (2014, p. 223).

However, it is important to provide learners with meaningful practice considering their background, purposes, and proficiency level. To develop their abilities Great time units suggest different writing exercises. Thinking about the importance of genres to build a learner’s repertoire, the activities explore abilities and content-context knowledge to engage students to write and share their written productions.

Vocabulary

Learning vocabulary is as important as knowing how to write, read, listen, and speak. Clouston (2013), defends that “Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ideas”.

In classrooms, teachers should explore the learner’s language knowledge and encourage them to use their linguistic repertoire to communicate. Then, in Great Time units, the *vocabulary section* aims to present vocabulary related to the lesson and encourage students to use it in communication.

REFERENCES

AHMADI, Mohammad Reza; GILAKJANI, Abbas Pourhossein. **A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement**. Finland: Journal of Language Teaching and Research, Vol.2, No. 5, p.978. 2011.

ANDERSON, Neil J. et. al **Teaching English as a Second or Foreign Language**. National Geographic Learning, 2014, p. 170-188.

BRITISH COUNCIL, **Communicative approach**. 2013?. TEACHING ENGLISH. Available on: <https://www.teachingenglish.org.uk/article/communicative-approach#:~:text=The%20communicative%20approach%20is%20based,learn%20to%20use%20the%20language> Accessed on November, 18th, 2022.

IRMAWATI, Noer Doddy. **Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement**. 2012. Available in: <https://www.ccsenet.org/journal/index.php/elt/article/view/18359>. Accessed on December, 1st 2022.

KONZA, Deslea. **Oral language**. Western Australia: Edith Cowan University, 2016.

LESSARD-CLOUSTON, Michael. **Teaching Vocabulary**. Virginia USA: Tesol International Association. 2013.

NUNAN, David. **Listening in Language Learning**. In: Methodology in Language Teaching: An Anthology of Current Practice. 1st ed. Cambridge U.K.: Cambridge University Press. 2002.

NUNAN, David. **Teaching English to speakers of other languages**. New York City USA: Routledge. 2015, p.63.

RICHARDS, Jack C. **Communicative Language Teaching Today**. New York City USA: Cambridge University Press. 2006. Available on: <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf> Accessed on November, 04th, 2022.

SCRIVENER, Jim. **Learning Teaching: A guidebook for English language teachers**. Second ed. Oxford: Macmillan Education. 2005, p.253.

WEIGLE, Sara Cushing J. et. al **Teaching English as a Second or Foreign Language**. National Geographic Learning, 2014, p. 223.

Lesson's designs were created on: <https://www.canva.com/>