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Curso de Especialização em Ensino de Inglês – CEI

Time for Life: teaching English to basic students through topics that are relevant to their lives

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Table of Contents

Introduction	3
Book Cover	5
Unit 1	6
Unit 2	16
Teacher's Guide	25
Rationale	42
References	49

Introduction

This work was developed as the starting point of my career as an English teacher. After my graduation in English, I spent many years without studying the language because I used to work with marketing and publicity (my first graduation was in Social Communication). When I started to follow this path as a teacher in 2017, I felt the necessity to look for a course in order to improve and update my knowledge. My first experience has been with children. However, since this program does not refer to young learners, I developed both units focusing on adults, but I believe that the content of the units can also interest teenagers.

The units aim adult learners, level A2 according to the Common European Framework of Reference for Languages (CEFR). At this level, students:

“can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (Taken from: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>)

The purpose of this work is not only to teach the four language skills – reading, listening, speaking, and writing – but also to make teachers and students reflect about topics that I consider as of huge importance for our lives: health and wellness, and reading and books.

The first unit was entitled *Healthy Lifestyle* and it is about health and wellness. The goal of the unit is to make students rethink about their routine and their food habits, showing the importance of having a healthier life. It starts with a healthy morning habits checklist, goes through the groups of food you should eat and ends sharing healthy recipes.

The second unit, *Book Lovers*, is about reading and books and it was designed to foster reading habits. It talks about how to evaluate a book before and after reading – book review and reader review – and brings a funny section about “problems” shared by book lovers. On the other hand, the choice for Michelle Obama’s new memoir as the

subject of some activities gives students the opportunity to discuss and reflect about serious topics such as empowerment, black women, and racism, although this is not the central theme of the unit.

The units are divided into some sections, which are: Starting Time (few activities to introduce the main topic of the unit), Reading Time, Grammar Time, Vocabulary – Word Formation (Unit 1) and Word Order and Synonym (Unit 2) –, Listening Time, Language in Use (a complementary grammatical topic present only in the first unit), Pronunciation Tip (a section to familiarize students to the phonetic symbols and reinforce correct pronunciation), Speaking Time, and Writing Time (where the students can write a sample of the genre worked in the unit).

One of the great contributions of this course, for me, is the use of authentic materials. All texts, audios and videos used in this work are authentic and since the beginning of the course I have been chosen authentic sources for my tests and exercises as much as possible.

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UNIT 1– HEALTHY LIFESTYLE

STARTING TIME

1. Look at the pictures below and answer the questions.



<https://www.news.com.au/lifestyle/health/diet/the-foods-you-can-eat-as-much-of-as-you-like-according-to-a-dietitian/news-story/4245c3de9fcf83ea533e06da6e7ecd0c>



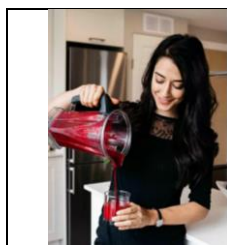
<http://www.thehansindia.com/posts/index/National/2018-02-08/No-proposal-to-ban-junk-food-advertisements-on-television-Government/357469>

- A. What do you usually eat in your meals?
 Healthy food Junk food
- B. Give examples of foods that you eat.
- C. Do you consider important to have a healthy and organic diet?
 Yes, I do. No, I don't.
- D. Why? Justify your answer.

READING TIME

“Mornings can be a source of stress for many people. Rushing to get ready and head out the door, or worrying about all the things that need to be done. For me, it's my favourite time a day...” (Sadia Badiei)

(Source: <https://www.pickuplimes.com/single-post/2017/04/19/HEALTHY-MORNING-HABITS-printable-checklist>)



About Sadia and Pick Up Limes

Sadia is a Canadian foodie and Dietetics graduate currently living in the Netherlands. Pick Up Limes was created as a medium to share uncomplicated vegan recipes that are nutritious, delicious and visually appealing.

Adapted from: <https://www.pickuplimes.com/about>

1. Discuss the following questions in pairs.

- A. Do you like mornings?
 B. Do you have any morning habits?
 C. What do you usually do in your mornings?

Now, read the “Healthy Morning Habits Checklist” published by Sadia Badiei on her blog Pick UP Limes.

Healthy Morning Habits Checklist

1) Take it Easy

- Start the day without rushing. Wake up early. Let in natural light.

2) Breathe & 5-4-3-2-1

- Meditate, or take a deep breath and say aloud to yourself:
 - ✓ 5 things you can SEE
 - ✓ 4 things you can FEEL
 - ✓ 3 things you can HEAR
 - ✓ 2 things you can SMELL
 - ✓ 1 thing you can TASTE



3) SCREENS OFF

- Remove the TV in the morning. Replace with soothing music if you'd like. Check the phone for messages only after breakfast.

4) Hydrate

- Drink a tall glass of water when awake before eating. Flavour with pure fruit juice or fresh fruit if you'd like.
- Continue to hydrate throughout the morning with more water or tea.

5) Have a Wholesome Breakfast

- Have a wholesome, high-fiber breakfast, preferably plant-based. Take your vitamins, if needed.
- Share the meal with someone, if possible.
- Be mindful as you eat: actually see, feel, hear, smell and taste the food in front of you.

[...]

7) Visualize

- Draw up your action plan the night before. Spend a couple minutes in the morning visualizing yourself doing these things.

8) Get Snacking!

- Prepare and set aside your snacks for the day so they are readily on hand.

9) Clear Surfaces

- Clear clutter off all surfaces and do the dishes before leaving the house so you can come home to a clean space.

10) Fresh Air & Body Love

- Exercise if possible. Otherwise, try to get some fresh air, go for a walk, bicycle, or do some light stretching at home.

11)

12)

*ADD YOUR OWN PERSONALIZED MORNING HABITS IN THE PROVIDED SPACES ABOVE (I.E. BRUSH TEETH, MAKE LUNCH)

(Adapted from: https://docs.wixstatic.com/uqd/26357d_3671b34463334c7f8acc5008e656618a.pdf)

2. Read the sentences below and write T (true) or F (false) according to the text.

- () Avoid starting the morning in a hurry.
- () Meditation isn't good in the morning.
- () Listen to a calm music instead of watching TV in the morning.
- () First check your phone after waking up.
- () Only drink water before breakfast.
- () Enjoy the food you are eating.
- () Visualize your actions the night before.
- () Prepare some snacks to eat during the day.
- () Wash the dishes when you come back home.
- () Go out for workouts in the morning.

3. Discuss the questions below in groups of three.

- A. Do you consider important to follow the steps mentioned in the text?
- B. Do you do any of the habits from the text?
- C. Would you like to follow the "Healthy Morning Habits Checklist"?

Grammar Time

1. Read the fragments from the text and mark the correct answers.

Start the day without rushing.
Meditate...
Remove the TV...
Share the meal...
Exercise...

- A. The words in bold are being used to:

___ suggest people to have a healthy routine. ___ describe people's habits in the morning.

- B. The words in bold are:

___ in the present simple tense. ___ in the base form.

- C. Mark the situations when this verb form can be used.

___ To talk about routine or habit. ___ To give advice and to make suggestions.
 ___ To give instructions and orders. ___ To describe a temporary situation.

- D. Fill in the blanks:

The imperative is used to _____, _____,
 and _____. To make the imperative, use the _____
 of the main verb.

2. In the “Healthy Morning Habits Checklist”, Sadia provides a space to personalize it. Write your own morning habits to add to the checklist. You need to write five habits following the example below. Don’t forget to use the imperative form.

Example:

10) Check-in with yourself

- Discuss your feelings with someone else. Talk about two things you are grateful for.

11)

▸

12)

▸

13)

▸

14)

▸

15)

▸

*ADD YOUR OWN PERSONALIZED MORNING HABITS IN THE PROVIDED SPACES ABOVE (I.E. BRUSH TEETH, MAKE LUNCH)

Word Formation

1. Read the sentences from the text and observe the underlined words. Write the words in the blank spaces matching them with their corresponding definition.

Have a wholesome, high-fiber breakfast, preferably plant-based.

Be mindful as you eat: actually see, feel, hear, smell and taste the food in front of you.

Prepare and set aside your snacks for the day so they are readily on hand.

- a) _____ *adverb* (PREPARED) quickly or easily
 b) _____ *adverb* if possible
 c) _____ *adverb* (IN FACT) in fact or really

(Source: <https://dictionary.cambridge.org/pt/>)

2. Complete the table using the words from the previous exercise.

Describe a noun (adjective)	Express how something is done (adverb)	Suffix
Actual		
Preferable		
Ready		



3. Use the words (actually – preferably – readily) to complete the sentences.

- a) WHAT CAN YOU EAT
Whole foods such as fruits and vegetables, and some _____
organic, dairy... (<http://www.eatgood4life.com/real-food-defined/>)
- b) So this list of 11 Superfoods is made up of foods that are more _____
available... (<https://wholenewmom.com/health-concerns/foods-that-boost-your-immune-system/>)
- c) You _____ receive the food instead of receive the cash.
(<https://www.cnn.com/2018/02/13/white-house-proposes-delivering-food-boxes-instead-of-food-stamps.html>)

LISTENING TIME

1. You are going to watch a nutrition expert talking about three foods you should eat every day. Before watching, complete the table using the words from the box.

EGGS – BROCCOLI – CHICKEN – TURKEY – KALE – FISH – BOK CHOY – COLLARDS
COTTAGE CHEESE – GREEK YOGURT – SPINACH – LETTUCE

 Leafy Greens	 Clean and Lean Proteins

2. Watch the video and answer the questions.



https://www.youtube.com/watch?v=b0ff_FEGtqY

A. What are the three foods you should eat every day?

B. Why should we eat leafy greens every day?

- Because they are high in nutrition and low in calorie.
 Because they are the food most present in our diet.

C. Why do we need proteins every day?

- Because proteins help you sleep well.
 Because your body needs good quality protein to repair your tissues when you are sleeping.

D. Why do we always need to drink water?

- Because your body needs to stay hydrated and it helps the digestive system to function well.
 To help you eliminate the nutrition out of your body.

E. Do you frequently eat the food groups mentioned on the video?

F. Which foods do you eat every day?

Language in use

1. Read the fragments from the video and mark the correct answers.

3 Foods you **should** eat every day

The top three foods that you **should** eat every day are leafy greens, clean and lean proteins, and water.

So why you **should** eat greens every day is really they're the food most missing from our modern diets.

- A. The word in **bold** in each sentence expresses:

possibility. probability. advice.

- B. The verbs underlined are:

in the infinitive form. in the continuous form.

Pronunciation Tip

1. Using an online dictionary (<https://dictionary.cambridge.org/pt/dicionario/ingles/should>), listen to the word "should" and repeat.

/ʃʊd/



Should

2. Look at the picture below and talk about the benefits of some herbs and spices using **SHOULD**. Follow the structure: You should eat/use/choose _____ because it _____.



Example:

You should eat **sage** because it is **antiseptic and antibiotic**.

https://www.instagram.com/p/Bm9cyJ1HiPo/?utm_source=ig_web_copy_link

SPEAKING TIME

1. **Work in groups. Imagine you are going to record a video to post on your social media (Instagram Stories, IGTV, YouTube, etc) talking about actions you can take every day to have a healthy lifestyle.**

Follow the steps:

Group discussion

- Think about a night routine and talk about healthy habits people should do before bedtime.
- Talk about how you can change old bad habits into new ones, including healthy habits at your night routine.
- Take notes to guide you.

Go online

- ❖ 7 Things Healthy People Do Before Bed - <http://www.oprah.com/health/healthy-bedtime-habits/1>
- ❖ 11 Healthy Daily Habits That Are More Effective To Do At Night Vs. In The Morning <https://www.bustle.com/p/11-healthy-daily-habits-that-are-more-effective-to-do-at-night-vs-in-the-morning-8344805>
- ❖ 5 Healthy Nighttime Habits That Will Change Your Life <https://www.youtube.com/watch?v=Z9gY5jQl1Zo>

Role-play

- Present your ideas to your group as if you were giving tips to your followers on a video.
- Use informal language and share your ideas to inspire people that are watching you to change their habits.
- Start greeting your audience.
- Then, say the habit and explain the benefits of doing it before bedtime to convince your audience to follow your tips.
- Finish using a farewell.

Useful Language

Greetings:

Hi, everyone!
 Hey, guys!
 Hello! I'm... and I'm talking about...
 Hello, welcome back to my channel.

Farewells:

I'll talk to you next video! Bye.
 See you guys in the next video!
 See you very soon!
 I hope you enjoy this video! Bye

Talking about the topic:

My first habit in the evenings is ...
 After (doing something), I love ...
 My next habit is ...
 Another good thing to do in the evening is ...
 Another thing you should do before bed is ...
 I highly recommend (doing something) ...
 I usually (do something) ...

WRITING TIME

1. Read the recipe below from HealthNut Nutrition blog and answer the questions.

Sprouted Veggie Sandwich

INGREDIENTS

1. 2 slices of Ezekiel bread
2. 1 tbsp. vegan mayo (I like veganaise)
3. ½ roasted red pepper
4. ½ avocado
5. ½ cup sprouts
6. Sliced tomato
7. Sliced cucumber
8. Sliced red radishes
9. 1- tbsp. lemon juice
10. Salt & pepper

DIRECTIONS

1. Toast your slices of Ezekiel bread.
2. Marinate your sliced cucumber and tomato with lemon juice and pepper for a couple of minutes.
3. Next, spread the mayo on your toast and add all your veggies.
4. Cut in half and enjoy.



(Source: <https://www.healthnutnutrition.ca/2015/08/30/what-i-eat-in-a-day-summer-weekend-edition/>)

- A. Check what is true for a recipe.
- () Only show the ingredients.
 - () Inform the ingredients and their quantities.
 - () Teach how to prepare a meal.
 - () Provide a list of cooking tools.
- B. A recipe is divided into two parts: ingredients and directions. Write **I** for elements founded in the “Ingredients” part and **D** for the elements from the “Directions” part.
- ___List of foods. ___Steps to prepare the meal. ___Imperative verbs. ___Units of measure.
- C. Match the verbs below with the corresponding images.

1.Toast

()



2.Marinate

()



3.Spread

()



4.Add

()



5.Cut

()



- D. The words from the previous exercise are used in the text to:
- ___ make a suggestion ___ give instructions ___ give an advice














2. Do you know how to make any healthy dish? Write the recipe and share with your colleagues.

_____ (Name of the dish)

Ingredients

Directions:

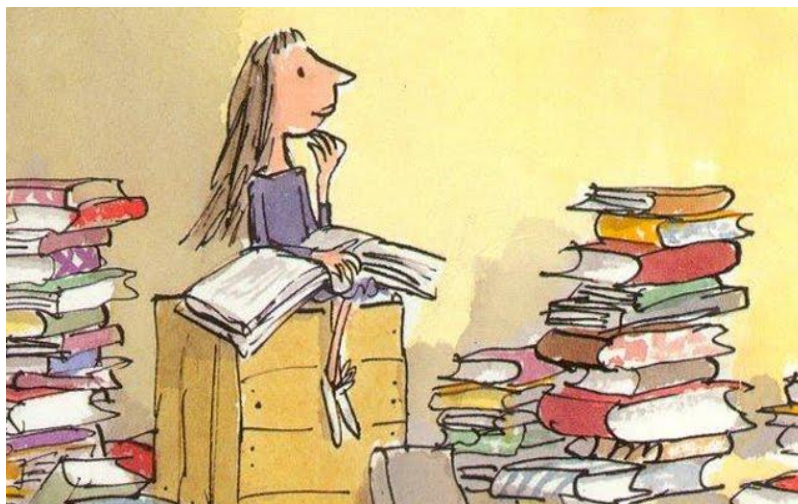
Useful Language

					
add	bake	blend	boil	bread	 Cup
					 Tablespoon
broil	chop	cut	dip	fry	 Teaspoon

UNIT 2 – BOOK LOVERS

STARTING TIME

1. Look at the picture below and answer the questions.



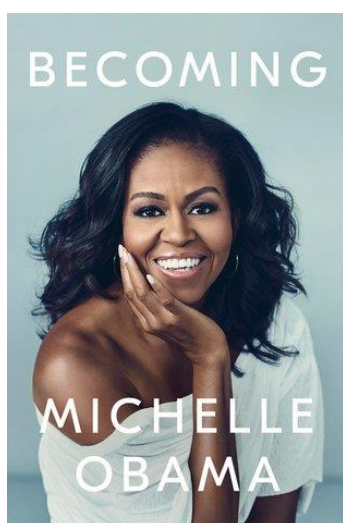
<https://www.goodreads.com/blog/show/580-20-problems-only-book-lovers-understand>

- A. How often do you read books?
- B. What is your favorite kind of book?
- C. What do you prefer: eBooks or paperback books? Why?
- D. Are you a booklover?
- E. If yes, do you participate of any book group?

READING TIME


1. Take a look at the text below. What is it about?

Now, read the text and answer the questions.



Becoming

by Michelle Obama

★★★★★ 4.70 ·  Rating details · 63,890 ratings · 8,696 reviews

An **intimate**, **powerful**, and **inspiring** memoir by the former First Lady of the United States.

In a life filled with meaning and accomplishment, Michelle Obama has emerged as one of the most iconic and compelling women of our era. As First Lady of the United States of America—the first African-American to serve in

that role—she helped create the most welcoming and inclusive White House in history, while also establishing herself as a powerful advocate for women and girls in the U.S. and around the world, dramatically changing the ways that families pursue healthier and more active lives, and standing with her husband as he led America through some of its most harrowing moments. Along the way, she showed us a few dance moves, crushed Carpool Karaoke, and raised two down-to-earth daughters under an unforgiving media glare.

In her memoir, a work of deep reflection and mesmerizing storytelling, Michelle Obama invites readers into her world, chronicling the experiences that have shaped her—from her childhood on the South Side of Chicago to her years as an executive balancing the demands of motherhood and work, to her time spent at the world’s most famous address. With unerring honesty and lively wit, she describes her triumphs and her disappointments, both public and private, telling her full story as she has lived it—in her own words and on her own terms.

Warm, wise, and revelatory, *Becoming* is the deeply personal reckoning of a woman of soul and substance who has steadily defied expectations—and whose story inspires us to do the same.

(Source: <https://www.goodreads.com/book/show/38746485-becoming>)

2. What is the main purpose of the text?

- a) Talk about Michelle Obama and her life.
- b) Provide a description and analysis of Michelle Obama’s new book.
- c) Tell in detail about Michelle Obama’s book.

3. What is the book about?

4. What is the book genre? _____

5. Check the general characteristics of the text.

- () The author says whether or not he/she recommends the book to others.
- () The text only provides a summary of the book.
- () The text provides information about the book before people decide to read it.
- () The text provides relevant details about who the author is.
- () The text is long.

6. Considering the answers from exercise 4, the text is:

- a) an opinion article.
- b) a summary.
- c) a review.

7. Does the author recommend reading the book? Write expressions from the text that justifies your answer.

8. Based on this book review, would you like to read *Becoming*? Justify your answer.

Word Order and Synonym

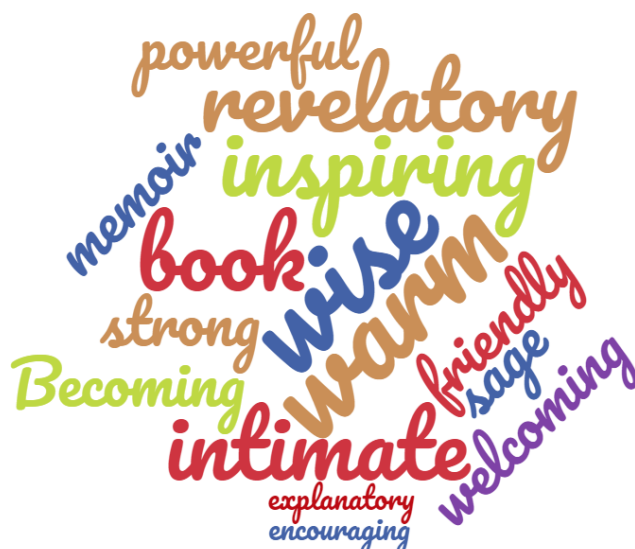
1. Observe the highlighted words from the text and check the write statement.

- a) They are used to describe the book.
- b) They are used to talk about the author's actions.
- c) They are used to refer to the way the author tells the story.

2. Now, read the sentence and circle the correct options.

- All the highlighted words are used to modify **nouns / adjectives / verbs**.
- In English, modifiers come **after/before** the head of a group of words.

3. Find a synonym in the word cloud for each highlighted word. Three words are extra.



<https://www.wordclouds.com/>

- a) Intimate _____
- b) Powerful _____
- c) Inspiring _____
- d) Warm _____
- e) Wise _____
- f) Revelatory _____

4. Qualify the nouns using the highlighted words from the text.

- a) ...give it new life through novel stories. It doesn't make for the most _____ book, but that's not necessarily a bad thing. Thompson, after all...
- b) ...didn't and Tris wrote me a letter telling me that I had made a _____ decision in not coming in view of the personality clash!!!)
- c) You'll find great spa deals when you head to ski country in _____ weather, as well. Spas in Aspen and Vail, for example, offer...
- d) But one question remains: What time is Easter? # Advertisement # Though the _____ story of paternal love and the importance of self-care has been told countless times throughout...
- e) The fact that so many people now seem so willing to share their most _____ information on social media platforms suggest that privacy concerns are not critical;
- f) The People's Welfare argues in the very first sentence that "a distinctive and _____ governmental tradition devoted in theory and practice to the vision of a well-regulated society dominated...

[\(https://corpus.byu.edu/coca/\)](https://corpus.byu.edu/coca/)

Grammar Time

- An intimate, powerful, and inspiring memoir...
- ...a work of deep reflection and mesmerizing storytelling...
- With unerring honesty and lively wit...

1. Read the fragments above from the text and choose the CORRECT answer.

The underlined words

- a) refer to a person, animal or thing.
 b) describe the characteristic of a person, a thing or a situation.
 c) emphasize an action or event in progress.

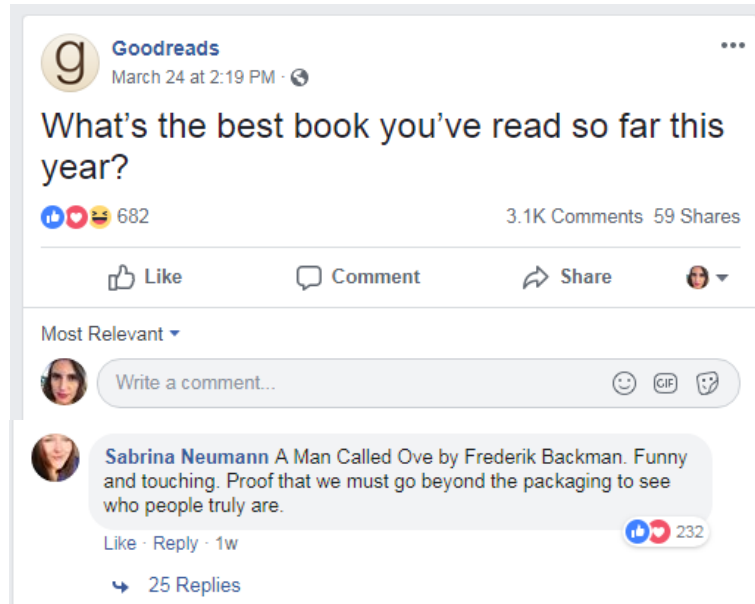
2. Look at the underlined words again and say what they have in common.

3. Read again the first paragraph of Michelle Obama's book review and highlight all the -ing words. Write down which of them are being used to describe a noun.

4. Look at the post below published on Goodreads Facebook page. Write a brief comment to the post answering the question "What's the best book you've read so far this year?".

Follow the steps:

- Write the name of the book.
- Write one or two statements with a general opinion to justify your choice.
- Use one of the –ing words from this section to describe the book, the author, the plot, or the character.



<https://www.facebook.com/Goodreads/>

Write a comment...

LISTENING TIME

1. When you were younger, have you ever heard from someone the question “What do you want to be when you grow up?”. Reflect about it with your classmates.
2. Watch Oprah’s conversation with Michelle Obama and answer the questions.



<http://www.oprah.com/oprahsbookclub/why-michelle-obama-chose-becoming-as-the-title-of-her-memoir>

- A. During the conversation, Michelle Obama explains why she chose *Becoming* as the title of her book. Circle the quote that best explains her reasons.

“All young women here probably have some magic age of what number you’ll be when you feel like a grown up”.

“My journey is the journey of always continually evolving”.

“It will spark conversations among a lot of people”.

- B. In Cambridge Dictionary, *grow up* means to gradually become an adult (<https://dictionary.cambridge.org/pt/dicionario/ingles/grow-up>). How does Michelle Obama define *grow up*?

- Growing up is a finite concept. It means that you achieved something.
- Growing up means to her that you stopped learning.
- She thinks that growing up means to be constantly evolving.

- C. Circle **T** for **True** and **F** for **False** statements.

- T F Michelle Obama had a choice for multiple titles.
 T F Michelle Obama chose a title that is funny to her.
 T F Michelle Obama hates when adults ask kids “what do you want to be when you grow up”.
 T F Michelle Obama thinks there is a point in your life when you stop growing.
 T F Oprah agrees with Michelle Obama point of view.

- D. Discuss the quote below relating it to the message of the video.

In the book “Obama emphasizes how important role models are, especially for young women of color in a culture that isn’t changing fast enough.”

(Source: <https://www.nytimes.com/2018/11/09/books/review-becoming-michelle-obama.html>)



Pronunciation Tip

The vowel sounds in English can be long /i:/, like in read, or short /ɪ/, like in becoming.

read

verb • UK  /ri:d/ US  /ri:d/

becoming

adjective • UK  /bi'kʌm.ɪŋ/ US  /bi'kʌm.ɪŋ/

<https://dictionary.cambridge.org/pt/>

1. Listen to the words and circle the corresponding sound for each word below:

- | | | | | | |
|------------|------|-----|----------|------|-----|
| a) Journey | /i:/ | /ɪ/ | d) Feel | /i:/ | /ɪ/ |
| b) People | /i:/ | /ɪ/ | e) Women | /i:/ | /ɪ/ |
| c) Because | /i:/ | /ɪ/ | f) List | /i:/ | /ɪ/ |

SPEAKING TIME

Goodreads is a website for readers and book recommendations. On their social media profiles, they asked “**What's a problem only book lovers understand?**” Check some of the responses they have selected.

- "The urge to buy books even though you still have too many books to read at home." (Rie VdWarth)
- "Feeling sad for people who don't really exist." (Kimberly Moniz)
- "The book hangover. When a good book finishes but you can't start a new one because you're still too immersed in the last book to move on." (Meagan Lewis)
- "Wanting every book in a library section but knowing it is impossible to read all of them." (Richard Azia)
- "When you're lying in bed and it's all cold in your room—and the hand holding the book freezes to death, even though the rest of you is warm under the blankets." (Alina Marie Swan)
- "Finishing a book and having to wait a whole year to read the next in the series." (Sarah Scanion)

(Source: <https://www.goodreads.com/blog/show/580-20-problems-only-book-lovers-understand>)

1. Imagine you are in a book club meeting. The aim of the meeting is to share book-reading experiences and to discuss a book or books that you have read.

Follow the steps to guide your group discussion:

- Start discussing the “problems only book lovers understand” saying if you agree or disagree with them.
- Share your own experience with the group by talking about other problems only book lovers understand that are not mentioned on the list above.
- Talk about a book or books that you have read and express your opinion, likes, dislikes.
- You can talk about the plot, the theme, the characters, and the style of the book.
- Close the conversation saying if the story end where you think it “should” have and say if you recommend this book to others.
- Make suggestions to select the book for the next meeting. All members can vote to decide the next reading.

<i>Useful language</i>	
Express agreement	Express disagreement
I agree with...	I disagree.
I share the same view/opinion.	I don't think so.
He/She may be right.	I take a different view.
He is quite right/absolutely right.	I don't share his/her/your view.
We are of one mind/of the same mind on that question.	I don't agree with what you say.

Express opinion	Express likes and dislikes
In my opinion...	I like...
Personally, I think...	I love...
My view is that...	I don't like...
I consider...	I hate...

WRITING TIME

1. Read two reviews about *Becoming* published on goodreads.com and answer the questions.



Barbara (The Bibliophage) rated it ★★★★★
Shelves: own-digital, audio, memoirs, 2018

Dec 30, 2018

This is not a political memoir. It's the story of a woman who wasn't interested in politics marrying a fellow civic-minded lawyer who became a politician. But mostly it's about two people trying to do good things for their family, their country, and the world. She dishes plenty of scoop on her life's biggest moments. But it's the small things that will stick with me. Read it!

Full review on my book blog, TheBibliophage.com.

11 likes · · [comment](#) · [see review](#)



Ang rated it ★★☆☆☆

Jan 14, 2019

I really like Michelle, which is why I was so excited to read this book. But, it was... boring. I was reading along and all of a sudden she was in Harvard law school for a few pages then she had a hot shot job on Chicago. I had to thumb thru the pages to see if I missed something? Where is the story? I wanted a story, some fun things that happened, a narrative of her earlier years. It was very well written, but I just wish there was more depth to this.

· [comment](#) · [see review](#)

(Source: <https://www.goodreads.com/book/show/38746485-becoming>)

- A. The reviews were written by:
- people with expertise in the book genre.
 - journalists.
 - readers.
- B. Which review recommends reading the book? Barbara's Ang's
Write one expression that justifies your answer.
-
- C. Which review does not recommend the book? Barbara's Ang's
Write one expression that justifies your answer.
-

2. Write a short review of a book you have read.

Follow the steps:

- Describe what the book is about.
- Discuss what you particularly liked about the book.
- Mention anything you disliked about the book, if it is the case.
- Summarize some of your thoughts on the book by suggesting the type of reader you'd recommend the book to.

(Source: <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/writing-tips/writing-tips-for-teens/how-to-write-a-book-review/>)

My rating: ★★★★★ Clear

Bookshelves/tags: read

What did you think?

[Formatting tips](#) | [Insert book/author](#) | [Enlarge text field](#)

Enter your review (optional)

Hide entire review because of spoilers

<https://www.goodreads.com/review/edit/22318578>

Useful language	
<u>Describe</u> The book is about... The story is about... The author talks about... The book tells the story of...	<u>What you didn't like</u> I didn't like... I especially disliked... What I don't like is...
<u>What you liked</u> My favorite part is... I really enjoyed when... I found interesting... I like the part when... The best thing of this book is...	<u>Recommend / Don't recommend</u> Don't miss it. It is well worth reading. I recommend it because... I wouldn't recommend it because... It is rather confusing/long/slow/boring.

- ## 3. Other readers will always be interested in your opinion of the books you have read.
- Share your review on Goodreads website (<https://www.goodreads.com/>).

Teacher's Guide Unit 1

STARTING TIME

Warm-up

- Ask students “What do you usually eat?” and write the food words on the board as you elicit them from the class.
- Books open. Tell students to look at the pictures and say if the foods they eat are similar to the first or the second photo. After a brief reflection, they answer the questions from Starting Time section individually. Answers may vary (personal opinion). Then, students can compare their answers.
- Monitor and help with vocabulary.

READING TIME

Pre-Reading

- Tell students to read the quotation by Sadia Badiei and the text about her and her blog Pick UP Limes.
- Put students into pairs to discuss the questions. Encourage them to share their answers with the class, asking them to justify their ideas. Answers may vary (personal opinion).
- *Optional step:* Ask students if they use to read blogs and tell them to discuss what kind of blogs they like and what they expect about this kind of text. Elicit answers.

While-Reading

- The text of the unit is a printable checklist available on Pick Up Limes blog. Make sure students know what a checklist is.

Teaching Tip:

“A checklist is a list of all the things that you need to do, information that you want to find out, or things that you need to take somewhere, which you make in order to ensure that you do not forget anything.”

(<https://www.collinsdictionary.com/dictionary/english/checklist>)

- Refer students to the text and ask them to read it looking for words that may be new to them and clarify the words.
- Tell students to answer exercise 2, going back to the text when necessary.
- Have individuals read the sentences aloud and say whether they are true or false.

Answer key: T - F - T - F - F - T - F - T - F - T

Post-Reading

- Put students into groups of three to discuss and answer the questions. Encourage them to share their answers with the class, asking them to justify their ideas. Answers may vary (personal opinion).

Grammar Time**Noticing**

- Students should read the fragments from the text and answer the questions. Tell them to go back to the text, if necessary. The questions will lead students to a rule on how to use imperative and its form.
- In pairs, students compare their answers. Class check.

Answer key:

- suggest people to have a healthy routine.**
- in the base form.**
- To give instructions and orders. / To give advice and to make suggestions.**
- The imperative is used to give instructions and orders, give advice, and make suggestions. To make the imperative, use the base form of the main verb.**

Freer Practice

- Refer back to the “Healthy Morning Habits Checklist”. Explain students are going to complete the checklist with their own morning habits. Make sure they use verbs in the imperative form. Personal answers.

Word Formation

- Refer students to exercise 1. Explain that they are now going to read some sentences from the checklist observing the underlined words. They need to choose the correct meaning of the words.

Answer key:

- a) Readily
- b) Preferably
- c) Actually

- In exercise 2, ask students to complete the table on their book. Then, build the table with their help on the board. Students should notice that adverbs are normally formed by adding **-LY** to the end of an adjective.

Answer key:

Describe a noun (adjective)	Express how something is done (adverb)	Suffix
Actual	Actually	Ly
Preferable	Preferably	
Ready	Readily	

- By comparing the adverbs, students should notice that, for adjectives that end in **-y** (ready), we remove the **-y** and add **-ily** (readily). For adjectives that end in a **consonant + le** (preferable) we remove the **-e** and add **-y** (preferably). (https://www.grammar.cl/Basic/Adverbs_Spelling_LY.htm)
- Ask students for further examples of adverbs formed by the suffix **-ly** (For example: slowly, specially, nicely, etc).
- In exercise 3, ask students to individually complete the sentences with the best adverb given. Before checking answers, set pairs for peer checking.

Answer key:

- a) preferably
- b) readily
- c) actually

LISTENING TIME

Pre-Listening

- Ask students to associate the words from the box with the pictures in each column to fill in the table. Students should work in pairs, so that they can exchange information and negotiate meaning. If there is enough time and resources available, students can search for the words they do not know in a dictionary (physical or online).

Answer key:

Leafy Greens	Clean and Lean Proteins
Broccoli	Eggs
Kale	Chicken
Bok choy	Turkey
Collards	Fish
Spinach	Cottage cheese
Lettuce	Greek yogurt

Teaching Tip:

Make flashcards (eggs, broccoli, chicken, turkey, kale, fish, bok choy, collards, cottage cheese, Greek yogurt, spinach, and lettuce) to help learners to classify the words into the two groups: leafy greens, and clean and lean proteins. If there are resources available, the teacher can show the pictures on an interactive whiteboard.

While Listening

- Tell students that the words from exercise 1 are part of the video “3 Foods You Should Eat Every Day” by the Holistic Nutrition Expert & Cravings Whisperer Alex Jamieson. The video is available on Howcast YouTube channel (https://www.youtube.com/watch?v=b0ff_FEGtqY).

Teaching Tip:

“Emphasizing high-quality instructional video production, Howcast brings you leading experts and accurate, reliable information on topics ranging from makeup tutorials, cute hairstyles, and nail art designs to soccer tricks, parkour, and skateboarding, plus how to dougie, how to kiss, and much, much more. Howcast empowers people with engaging, useful how-to information wherever, whenever they need to know how.”
[\(<https://www.youtube.com/user/Howcast/about>\)](https://www.youtube.com/user/Howcast/about)

Video transcript 1’46’’

The top three foods that you should eat every day are leafy greens, clean and lean proteins, and water. So why you should you eat greens every day is really they’re the foods the most missing from our modern diets. Leafy green vegetables like broccoli, kale, bok choy, collards, they provide an incredible amount of nutrition and the smallest amount of calories. And they’re gonna offer you things that you’re not getting from your other foods. They’re gonna offer chlorophylls which helps to cleanse and build your body. They’re also gonna offer minerals that we’re sorely missing like iron and calcium, and also vitamins like vitamin K and vitamin C that you need to help protect your body and help it keep growing in a vitalized way. Now for proteins you wanna focus on clean and lean proteins. So if you do eat animal products you definitely want to be sure to choose organic as often as possible so that you’re avoiding any toxic ingredients like chemicals or growth hormones. And you need protein every day because your body goes through a system of repair every night when you’re asleep. You need to keep continually repairing your tissues and building your body every single day with good quality protein. And you also need water every day, you gotta stay hydrated. Your brain needs to be hydrated to think well. Your digestive system needs to be hydrated to eliminate properly. And your digestive system is the seat of your health. So if you’re properly hydrated you’re gonna eliminate properly and you’re gonna get all the nutrition out of your food as well as you can.

- Ask the students to read questions A, B, C, and D from exercise 2 before they watch the video, so that they know what information to look for while they watch.
- This section must be done individually. Students should pay attention to the information given in the video and answer the questions based on what they heard. Play it twice if necessary.

Answer key:

- A. Leafy green, clean and lean protein, and water.
- B. Because they are high in nutrition and low in calorie.
- C. Because your body needs good quality protein to repair your tissues when you are sleeping.
- D. Because your body needs to stay hydrated and it helps the digestive system to function well.

Post-Listening

- Put students into groups of three to discuss and answer questions E and F from exercise 2. Here they are led to reflect about their food habits. Encourage students to share their answers with the class, asking them to justify their ideas. Answers may vary (personal opinion).

Language in Use

- Students should read the fragments from the video observing the highlighted words and answer questions A and B. The objective of this section is to work briefly with the modal verb should. For a matter of complexity and length of this unit, other modal verbs will not be presented here.
- In pairs, students compare their answers. Class check.

Answer key:

- A. advice.
- B. in the infinitive form.

Pronunciation Tip

- In activity 1, play the audio several times to drill pronunciation. Monitor for accuracy.

Controlled Practice

- In activity 2, refer students to the picture. Write on the board the sentence structure “You should eat/use/choose ... because ...”. In pairs, students should follow the structure to orally answer the question using the picture as a reference for answers.

Suggested answers:

You should eat sage because it’s antiseptic and antibiotic.

You should use rosemary because it improves digestion.

You should choose black pepper because it boosts your metabolism.

Teaching Tip:

The picture in exercise 2 was published by the Health Coach Christopher Rocchio on his Instagram to share the benefits of some of his favorite herbs and spices.

SPEAKING TIME

- Based on the material studied in this unit, students should think about healthy habits they can really incorporate to their lives and discuss in groups of three or four.
- Remember students about the “Healthy Morning Habits Checklist” in the Reading section and tell them they are going to discuss about healthy night habits.
- Some websites containing relevant information about the topic proposed are provided as a reference, so that they can research as a group, but each student should present their ideas individually. They can also share some habits that are already part of their lives.
- After the discussion, students should role-play a recording of a video for a social network (Instagram Stories, IGTV, YouTube, etc). Each student can share three healthy night habits.
- There is a Useful Language box to help students. Call students attention to the fact that, on Instagram Stories, people usually do not say goodbye.
- Monitor students while they are doing the task. Take notes on their performance to give feedback later.

- Optional step: students (or the teacher) can use their cellphones to really record the video and latter check their performances.

WRITING TIME

- Refer students to the text and the photo and ask: *What kind of text is it? Is it a healthy food? Do you think it seems tasty?*
- Tell students to read the recipe. Clarify any word that is new to them.

Teaching Tip:

- ✓ *Sprouted veggie – young vegetables; sprouts are plants' first tender stems.*
 - ✓ *Ezekiel bread – a kind of bread that uses a combination of sprouted wheat, barley, millet, lentils, soybeans, and spelt to create grain bread.*
- (<https://www.healthline.com/nutrition/ezekiel-bread>)

- Ask students to answer the questions.
- Answer key:**
- A. (✓) **Inform the ingredients and their quantities.**
 - (✓) **Teach how to prepare a meal.**
 - B. **I / D / D / I.**
 - C. **2 – 5 – 1 – 3 – 4**
 - D. **give instructions**
- Tell students to write their favorite healthy recipe in exercise 2. There is a Useful Language box to help them.
 - Students can make copies and share the recipe with their classmates or even with other classes.

Teaching Tip:

Students can also submit the recipe on a website that allows readers to share food recipes. Here there is a suggestion <https://www.bite.co.nz/user/submit-recipe/>

They can share the recipe on their Instagram profile, too. See examples below.

- ✓ <https://www.instagram.com/p/BsQv2Y0h4Pd/>
- ✓ <https://www.instagram.com/p/Bsl8ViohOO3/>

Teacher's Guide Unit 2

STARTING TIME

Warm-up

- Ask students to say the name of the last book they have read and what is it about.
- Books open. Ask students what is the relation between the title of the unit and the picture.
- Tell students to discuss in pairs the questions from the section. Elicit students' conclusion.

READING TIME

Pre-Reading

- Refer students to the photo and ask *What is this photo about?* (Michelle Obama's book cover), *What is the name of the book?* (Becoming), *What do you know about Michelle Obama?*. Elicit answers.
- Refer students to the text on their book and tell them to answer exercise 1.

Answer key:

1. The text is about Michelle Obama's book.

Teaching Tip:

Michelle LaVaughn Robinson Obama is the wife of the forty-fourth President of the United States, Barack Obama, and is the first African-American First Lady of the United States.

She was born and grew up on the South Side of Chicago and graduated from Princeton University and Harvard Law School. After completing her formal education, she returned to Chicago and accepted a position with the law firm Sidley Austin, and subsequently worked as part of the staff of Chicago mayor

Richard M. Daley, and for the University of Chicago Medical Center.

Michelle Obama is the sister of Craig Robinson, men's basketball coach at Oregon State University. She met Barack Obama when he joined Sidley Austin. After his election to the U.S. Senate, the Obama family continued to live on Chicago's South Side, choosing to remain there rather than moving to Washington, D.C. (https://www.goodreads.com/book/show/38744839-becoming?from_choice=true)

While-Reading

- The text of the unit is a book review. Ask students to read the text and answer the questions. Before checking answers, set pairs for peer checking.

Answer key:

2. b

3. Suggested answer: The book is about Michelle Obama's life from her childhood on Chicago's South Side to her years balancing motherhood and work and her years in the White House.

4. The book is a memoir.

5. () The author says whether or not he/she recommends the book to others.

() The text only provides a summary of the book.

() The text provides information about the book before people decide to read it.

() The text provides relevant details about who the author is.

() The text is long.

6. c

7. Yes, he/she does. Suggested answer: "An intimate, powerful, and inspiring memoir"; or "a work of deep reflection and mesmerizing storytelling"; or "warm, wise, and revelatory".

Teaching Tip:

Memoir: a written record of a usually famous person's own life and experiences
(<https://dictionary.cambridge.org/pt/dicionario/ingles/memoir>)

Post-Reading

- Class discussion. Ask students whether they would read the book *Becoming* based on the review read in this section. Tell students to share their answers with the whole class, justifying their ideas. Answers are personal and may vary.
- If any student has already read the book, ask this student if they agree with the author's opinion and whether or not he/she recommends reading the book.

Word Order and Synonym

- Tell students to go back to the text and observe the highlighted words to answer exercise 1.

Answer key: a

- In exercise 2, students should notice that the highlighted words are modifiers that describe and/or add information to a word.
- Explain that the word order in English is different from Portuguese. Write on the board a sentence in Portuguese and a sentence in English leading students to compare and notice the difference.

Answer key:

- nouns
- before

- In pairs, students are going to find a synonym for each adjective in the word cloud in exercise 3. Cognates can help and students can also go back to the text and infer the meaning of the words through the context to find the synonyms. Students compare their answers. Class check.

Answer key:

- a) Friendly
- b) Strong
- c) Encouraging
- d) Welcoming
- e) Sage
- f) Explanatory

- In exercise 4, tell students to choose the adjective that best describes each noun and write it before the noun.

Answer key: (more than one adjective is possible)

- a) Revelatory
- b) Wise
- c) Warm
- d) Inspiring
- e) Intimate
- f) Powerful

Grammar Time

Noticing

- In pairs, students should read the fragments from the text and answer exercises 1 to 3. The questions will lead students to notice that the underlined -ing words are adjectives.

Answer key:

1. b
 2. All the words end in -ing.
 3. Adjectives: compelling, welcoming, harrowing, unforgiving
- If necessary, clarify the following words:
 - Unerring - always accurate in your judgment or ability
 - Mesmerizing - very attractive, in a mysterious way, making you want to keep looking
 - Compelling - If a reason, argument, etc. is compelling, it makes you believe it or accept it because it is so strong
 - Harrowing - extremely upsetting because connected with suffering
 - Unforgiving - unpleasant or difficult to deal with

Controlled Practice

- Refer students to the picture. Tell them to read the question and the comment on the post. Call students' attention to the -ing word "touching" that is being used as an adjective.

- Tell students to choose the best book they have read this year to answer the question writing a brief comment with one or two sentences only. If students haven't read any book this year, they can choose anyone they have already read.
- Students should follow the steps provided to write the comment.

LISTENING TIME

Pre-Listening

- Write on the board: **What do you want to be when you grow up?**. Then, ask students “*Did you use to heard this question from adults when you were a child?*”; “*Did you become what you wanted to be?*”; if yes, “*Is that the end?*”, “*Do you use to make this question to kids?*”. Discuss about it with the whole class.

While Listening

- Tell students they are going to watch a video with a conversation between Oprah and Michelle Obama on Oprah's podcast *Oprah's SuperSoul Conversations*. The video is available on (<http://www.oprah.com/oprahsbookclub/why-michelle-obama-chose-becoming-as-the-title-of-her-memoir>).

Teaching Tip:

Oprah Winfrey is an American media executive, actress, talk show host, television producer and philanthropist. She is best known for her talk show The Oprah Winfrey Show, which was the highest-rated television program of its kind in history and was nationally syndicated from 1986 to 2011 in Chicago. Dubbed the "Queen of All Media", she was the richest African American of the 20th century and North America's first black multi-billionaire, and has been ranked the greatest black philanthropist in American history. She has also been sometimes ranked as the most influential woman in the world. (https://en.wikipedia.org/wiki/Oprah_Winfrey)

SuperSoul is Oprah's personal selection of her interviews with thought-leaders, best-selling authors, spiritual luminaries, as well as health and wellness experts. (<http://www.supersoul.tv>)

Video transcript 2'10''

- Why did you choose the word becoming? Because when I was like 18, 19, I wrote this poem – bad poem –
- Yeah
- On becoming because of this notion of evolving. And I know you had a choice for multiple titles.
- We actually had a blooper list of titles that we won't go into, a lot of things that would be funny only to us. But "Becoming" just summed it all up. In the preface you will recall one of the things that I say that is a question that adults ask kids that I hate – I think it's the worst question in the world – is what you wanna be when you grow up, as if growing up is finite, as if you become something, and that is all there is. And my journey is the journey of always continually evolving, that there is never a point where you arrive at a thing. And if you do, that's kind of sad, you know? If you think there is a point in your life where you stop growing and stop learning, that's sort of sad because what else is left?
- You know, I never thought of it that way before until I read that question. So I've never asked anybody that since. What do you want to be when you grow up? Because we are – you grow up and you are many different things, as you have been many different things.
- And I don't know what the next step will be, and I tell young people that all the time, who are trying to figure it all out, because you think at some point you just know that there's gonna be a light that turns off in your 20s or, you know, all young women here probably have some magic age of what number you'll be when you feel like a grown up. You know? And that's generally when you think your mother will stop telling you what to do. But the truth is, is that for me, each decade has just uncovered something amazing that I would have never imagined.
- And it keeps getting better, I have to say.

- And if I had stopped looking, I would have missed out on so much. So I'm still becoming, and I hope all of us know that we are constantly evolving. So this is the story of my journey of becoming and hopefully it will spark conversations among a lot of people, especially young people, about what their journeys look like.
-

- After watching the video, ask students to answer questions A and B.

Answer key:

A. "My journey is the journey of always continually evolving".

B. c

- Ask students to read exercise C before watching the video for the second time. Play the video again for students answer exercise C.
- In pairs, students compare the answers. Class check.

Answer key:

C. T-F-T-F-T

Post-Listening

- Put students into groups of three to discuss question D. Here they are going to reflect on the video message relating to the quote. The aim of the activity is to foster a discussion about racism, black women, empowerment, and talk about how a person like Michelle Obama can inspire other women, mainly African American, to be whoever they want.
- Monitor the discussion. Then, elicit students' conclusions.

Pronunciation Tip

- Write on the board the examples from the students' book. Tell students that, in English, phonemic vowels have length differences and they are going to learn the distinction between long vowel / i: / and short vowel / I /. Ask students to pay attention to the pronunciation difference of the words *read* and *becoming*

while you play them on the online dictionary. Then, say the words clearly and ask students to repeat. Monitor for accuracy.

- In exercise 1, play the words on the video from the Listening section (use the time indicated in the answer key) and tell students to circle the correct sounds. Then, play the words on <https://dictionary.cambridge.org/pt/>. You can play one more time, if necessary.
- Write the phonetic transcription of the words on the board to students check their answers.

Answer key:

a) Journey	/i:/ 0:44	d) Feel	/i:/ 1:32
b) People	/i:/ 1:17	e) Women	/ I / 1:27
c) Because	/ I / 0:07	f) List	/ I / 0:16

- Show students the spelling correspondences that appears in the exercise for /i:/ (ea, ey, eo, ee) and / I / (e, o, i).

Teaching Tip:

Compare the English vowel system to L1 to raise students' awareness. The short vowel / I / sound is similar to the vowel ê from Portuguese, like in the word mês. The long vowel /i:/ in English is similar to the Portuguese i, like in mi. (CRISTÓFARO-SILVA, Thaís. Pronúncia do Inglês para falantes do português brasileiro. 2015, p.42)

SPEAKING TIME

- As a whole group, students are going to make a discussion as if they were in a book club meeting, following the steps provided to guide the discussion.
- First, students read the sentences from the section and discuss their feelings and ideas about the “problems” faced by book lovers, saying if they agree with the responses and if they have ever had any of these situations. After, students discuss about other problems only book lovers understand, sharing their experiences.

- Then, students are going to talk about a book or books they have read, expressing their opinion and expressing likes and dislikes. If the students have already read the same book, they can talk about it. If not, each student can talk about a different book.
- To end up the book club discussion, students need to select one book to read to the next meeting. Each student can suggest a title and they all can vote to decide for one.
- A useful language box is provided to help students during the activity.
- Monitor students while they are doing the task. Take notes on their performance to give feedback later.

WRITING TIME

- Refer students to the two community reviews provided by Goodreads users. Tell them to read the reviews and answer the questions.

Answer key:

A. c

B. Barbara's

Read it!

C. Ang's

it was... boring.

- Tell students to think of a book they have read and write a review saying whether they liked it or not. Students should follow the steps provided. There is a Useful Language box to help them.
- Encourage students to exchange their review with a classmate and discuss it, then they should make the necessary corrections and write the final version.
- Students can use Goodreads site to publish their review.

Teaching Tip:

Tell students to choose a book that has also been published in English. Help them to know the title in English and search for it on Goodreads site to publish the review.

Rationale

Time for Life is a material designed based on the communicative approach or communicative language teaching (CLT) which theoretical base recognizes the interdependence of language and communication, where “the primary function of language is to allow interaction” (RICHARD and RODGERS, 2002, p.161). According to Richard and Rodgers (2002), CLT practices involve real communication, meaningful tasks, and meaningful language. “Learning activities are consequently selected according to how well they engage the learners in meaningful and authentic language use (rather than merely mechanical practice of language patterns)” (RICHARD and RODGERS, 2002, p.161). For Mattos and Valério (2010), the communicative teaching requires the use of samples of languages not designed to teach language, so the units created for this final paper bring only authentic material. In the communicative approach, students are expected to interact primarily with each other while teachers must facilitate the communication process (RICHARD and RODGERS, 2002). Therefore, the theme of the units and the activities developed aim to motivate learners and engage students’ participation to promote learning.

The themes of the units were thought to help learner’s personal growth and to promote critical thinking. In Unit 1 (Healthy Lifestyle), the idea was to lead students to rethink about their own life habits and reflect about health and wellness, while in Unit 2 (Book Lovers) they have the opportunity to talk about the importance of reading. Unit 2 also addresses Michelle Obama's impact upon African American women and girls through the discussion about her most recent book. “Critical literacy allows the readers to assume a more active role in the reader-author relationship and to achieve deeper levels of understanding from a critical perspective” (MATTOS, 2012, p.193). For Mattos and Valério (2010), language learning can change the individual and the society. Duboc states that “schools/colleges must prepare students to both critically read and position themselves towards the (multi)literacy practices they engage with” (DUBOC, 2013, p.61). Thus, **Time for Life** also takes into consideration critical literacy theories.

As the themes of the units are very relevant for student’s lives, the units bring task-based activities that relates to real-world and engage learners, focusing on meaning or outcome (WILLIS and WILLIS, 2007). According to Harmer (2004), students are

more interested in learning when they are not concentrated on language forms. The units are divided into sections and all the four skills are covered. *Starting Time* section introduces the central topic of the unit and helps students get into the mood. *Reading Time* section works general comprehension of the texts and analyses genre. *Grammar Time* section presents the grammatical topics that are part of syllabus at A2 level, according to Common European Framework of Reference for Languages (CEFR), inductively. Vocabulary section – *Word Formation* in unit 1 and *Word Order and Synonym* in unit 2 – focuses on lexical elements associated with a grammatical pattern. *Listening Time* section uses authentic input to check listening comprehension. *Language in Use* is a section present only in the first unit that brings a complementary grammatical topic. *Pronunciation Tip* section aims to familiarize students with the phonetic symbols and reinforce correct pronunciation. *Speaking Time* section promotes communication and allows students to discuss the topic of the units. *Writing Time* section, at last, brings genre analysis and gives students the opportunity to write a sample of the genre. In this section, teachers are oriented to offer learners the possibility of using their production in a real context.

In the teacher's guide, together with the instructions on how to apply each activity, there are some *Teaching Tips* boxes with extra information on the topics approached in each exercise.

Written Genres – Writing and Reading Skills

The written skills in this work were designed under the principles of genre-based language instruction. “*Genre* refers to abstract, socially recognized ways of using language” (HYLAND, 2007, p.149). According to Hyland (2007), in genre pedagogies the language is taught together with content and context, then, the text genres selection should take into consideration students' needs in order to motivate learning.

Hyland (2007) affirms that writing is a social activity with a purpose and a specific audience to communicate in a certain context. “Genre-based writing instruction offers students an explicit understanding of how target texts are structured and why they are written in the ways they are” (HYLAND, 2007, p.151). The writing tasks in this

paper are aligned with the theme of the units and the pre activities provide models and the language required to complete the task. Both written activities have social purpose and were organized around what students can need to use in a target context.

Reading is useful to exposure students to the language, so the texts selected for this section are authentic sample of English. Both texts from reading section are of general interest: the first unit brings a checklist for healthier habits and the second one a book review. The activities mix scanning – students look for pieces of information and do not have to read all the text – and skimming – students read to get the general idea of the text (HARMER, 1998). On the other hand, some tasks require reading for detailed comprehension. According to Harmer (1998), reading is not a passive skill and students need to be actively interested in what they are reading to respond to the content. Because of this, the topics of the texts are related to learners' life and are general, so they can interest many groups. Harmer (1998) also affirms that prediction is an important step when we are reading texts and it makes us read better and be more engaged. The pre reading activities help students to have an idea of the content of the text before reading, while the post reading activities are class sequences to promote a discussion on the topic.

Oral Genres – Listening and Speaking Skills

As occur with written skills, when teaching oral skills, teachers must take into consideration the cultural and social contexts. However, spoken language is more context-dependent than written language, according to Wu (2013), because the former consists of incomplete sentences and includes less content words, such as nouns.

“From a systemic functional perspective, language consists of a set of choices from which language users make choices and make sense. Therefore, spoken language and written language share the same language system. Nevertheless, they differ in lexicogrammatical choices in terms of the situational and cultural context embedded in language.” (WU, 2013, p.87)

The importance of using authentic materials when teaching oral skills is highlighted by Wu (2013) too. “Fragmented utterances, meaning negotiation,

backchannels, overlaps, hesitations, lexical choices which are often frequent in real-life communication are rare to see in scripted materials (Burns, Joyce, & Gollin, 1996, p. 48 *apud* WU, 2013). Wu (2013) mentions, yet, that authenticity motivates learners. “They are more willing to take part in the activities targeted the real-life communication” (WU, 2013, p.90).

The listening activities designed for this final paper expose students to real language situations, using videos taken from the internet (a channel on YouTube platform and a website) that present different forms of spoken language: monologue and dialogue (BROWN, 1994). Ableeva (2008) claims that both bottom-up and top-down processes are involved in second language listening comprehension which also involves social and socio-cultural dimensions.

“Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.”
(BROWN, 1994, p.260)

Both techniques were considered in the listening activities in order to help students to process the information and to decode the verbal messages and achieve the meaning of the discourse.

Speaking is a complex task that may serve different purposes (CARNEIRO and OLIVEIRA, 2017). In the speaking section, students are going to face tasks very close to real situations. In Unit 1, students are supposed to perform recording a video to a social network, which requires the use of an informal language. In Unit 2, learners are encouraged to discuss and share their opinion about the experience of reading as if they were in a book club meeting and express agreement and disagreement, likes and dislikes. During speaking practices, teachers should assess learner’s performance rather than linguistic accuracy. In **Time for Life**, students also have the opportunity to use oral communication integrated with other skills in the whole units.

Grammar

In second language acquisition, students do not learn grammar naturally, as occur with native speakers (OLIVEIRA; CARNEIRO; AZEVEDO, 2016). In order to be more effective, the grammatical system should be presented as a function of its communicative purposes; that is, grammar teaching should be based on use, as mentioned by Oliveira; Carneiro; Azevedo (2016).

Grammar exercises focus on meaning and use, facilitating students to notice the context in which the structure presented is used (AZEVEDO; CARNEIRO, 2017). The teaching of grammar in this work follows the inductive method “when learners are led to discover the rules for themselves after analyzing relevant input” (NASSAJI; FOTOS, 2011; ELLIS et al, 2009 *apud* AZEVEDO; CARNEIRO, 2017, p.94). In the grammar section, students are encouraged to analyze excerpts from authentic texts and understand how language is being used in a meaningful way. Students are led to pay attention at regularities to formulate grammatical rules and, after, practicing the pattern in contextualized exercises.

Vocabulary

“Vocabulary is a central element in language learning” (PAIVA, 2004, p.21).

*“There is the vocabulary that we use and the vocabulary that we understand; or to put it in another way, the active and the passive vocabularies, the productive and the receptive. In the passive sense we listen to words, follow the vocabulary used by others, and recognize what others produce in writing and speech. In the active sense we have to find our own words, we have to be masters of our own words, we have to be masters of our own vocabulary.”(FRISBY, 1966 *apud* PAIVA, 2004, p.8)*

It is important to mention that lexis (words) and grammar (structure) are not separated things. “The Lexical Approach argues that language consists of chunks which, when combined, produce continuous coherent text” (LEWIS, 1997 *apud* PAIVA, 2004, p.5).

As attempted in grammar, the teaching of vocabulary in **Time for Life** is contextualized and students infer meaning and make associations to learn new words. Unit 1 approaches word formation by adding a suffix. In unit 2, vocabulary section works with word order and a vocabulary list followed by synonyms. As stated by Leffa (2000 *apud* PAIVA, 2004, p.21), lexis is the element that differ languages, it is their main feature.

Pronunciation

English orthography is “inconsistent and irregular. You cannot safely predict the pronunciation from the spelling. Nor, given the pronunciation, can you reliably infer the spelling” (WELLS, 2008, p.103). Wells (2008) states that non-native speakers usually ignore differences made by native speakers in pronunciation that are not reflected in spelling. In order to help students avoid mispronunciations, the author suggests English teachers to teach the pronunciation of the words, the phonetic symbols, and their spelling.

English phonetics has a large and elaborate vowel system, including complex processes of length alternation and weakening and Wells (2008) affirms that phonemic vowel “length” differences present in English are a matter for non-native speakers. In unit 2, pronunciation section works with vowel oppositions and students learn /î: - I / distinction while in unit 1, it calls students attention to the correct pronunciation of the word *should*. The teacher’s guide gives information to help teachers to compare some sounds in English with the correspondent or most similar sound in the mother tongue, as suggested by Cristófaró-Silva (2015).

Autonomous learning is fostered when pronunciation is taught. There are many good dictionaries (physical and online) that give information about pronunciation. Once

teachers show students the phonetic alphabet and teach them the general rules for pronunciation, students can search for more outside the classroom and check the correct pronunciation of any new word.

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