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*Let's talk
about
English?*

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Introduction

First of all, I have to tell that this work is based on my two professional environments: public regular school, especially primary school, and Language Institutes on the other side. I have been a Language Institute teacher for over six years, so when I created the “Listen to the Music” unit one year ago, I was firstly thinking about all my previous professional experiences, but I was also trying to focus on some high school students. A huge mistake. When revising and improving this work, I noticed that I should only focus on Language Institutes students. Twelve months ago I still had no experience at regular schools. However, this fact changed in march 2015, two months later ,when I started teaching at Belo Horizonte’s regular schools for sixth and seventh graders (from 11 to 15 years old). This new experience helped to create the unit “It’s only food”, aimed at regular schools.

The first unit “It’s Only Food” is destined to begginer learners, sixth or seventh graders from 11 to 14 years old. The classroom might have the maximum of 40 students. These learners can be public or private students, but this unit was mainly focused on the first ones. The unit is divided into sections based on introduction to the topic, vocabulary, listening, pronunciation, grammar, speaking, reading, and finally writing. The first one “Let’s start” is the warm up section, aimed at introducing the topic of food. The second one “How about new vocabulary”, as the name says, focus on adding new words and expressions to the learners. Then, it comes “Listen, Listen, Listen” part, which shows an audio linking the vocabulary previously taught. The forth section “Let’s talk about pronunciation?” deals with any phonectic or phonologic issue; here it focus on a diference between American and British variations. Following the pronuntiation part comes “ Languague is not Difficult” section, which aims at grammatical points. In this unit, I focused on introducing the simple present through the verb “to like” . The speaking section comes after. Let’s Speak Out Loud” makes students to practice orally what they have learned so far in this unit, in pairs or speaking to the whole class. Then it comes “Yes, you can read it”, a title based on Obama’s slogan showing that the learner is really able to understand written texts. A cartoon was shown by this time. The next section “Let’s read to write” not only works as a preparation for the writing section, but

also introduces the students to the recipe genre. In addition, it aimed at revising a previous topic studied, the imperatives, by the way. Finally, the “You’re the author!” section aims at practicing what has been introduced previously, by personalizing a recipe.

The second unit “Listen to the Music” is aimed at Language Institute Learners from pre- intermediate to intermediate levels and has music as its theme. The group might have the maximum of twelve students, and they might be from 13 years old and on, so it does not matter if there is a 15-year-old and a 55-year old student in the same class. The sections titles are the same from unit one, so no explanation is necessary for the sections names. This unit was divided respectively into introduction to the topic, listening, grammar, pronunciation, reading, vocabulary, speaking and writing. The “Let’s start” section is a warm up activity that introduced the topic of music. Then, the listening (the song) gives examples for the grammar and pronunciation topics that follow. It is important to mention that the grammatical issue is just being revising, so these activities have been used in a way to practice and to make students fully aware of the use of the simple past. The next two sections “ Yes, you can read it!” and “How about new vocabulary” are tied up to the article interpretation. The speaking is also linked to the article, but requires the students to defend their point of view or a false one. In the end, the writing summarizes the main topic studied in this unit: music, simple past and giving opinion.

The reading activities were done with a large attention to genre. According to Hyland (2002), “more than one genre may share the same text type”. This is what happens to the fruit salad recipe in the first unit. Students are led to see that in this genre they can see that there are commands in it, the same as in a manual, for instance. In addition, there is a cartoon with a multiple choice question that asks about its genre’s features. For the second unit, learners were required to define what an article is and to give examples of article types, so that they could notice that this genre is subdivided. The texts were chosen by suitability and level of proficiency of the groups. The cartoon in unit one was chosen due to the conflictual relation between teenagers versus eating vegetables, and also because the vocabulary and grammar is mostly suitable to them. In the second unit, an article was adapted, so that learners could read the main part of it. In both texts there was a following comprehension activity only, both multiple-choiced questions. For the

latter, some reading strategies may be important for the students, such as skimming. Finally, the post reading activities were based on oral interaction. The cartoon one is a short pair activity, followed by telling the answers to the whole class. In the same unit, the recipe's post activity was based on grammatical and language issues. In the "Listen to the Music" one, the post activity was also based on a discussion that goes beyond the text. This was the first task in this unit that asks learners to give their opinions, a topic more emphasized later.

All the activities were done for academic issues, so it must not be used for any commercial purposes. It should only be used with the permission of the author.

UNIT 1

It's only



food!

LET'S START!

1- Take a look at the pictures bellow. Are Brazilian meals different from the Americans ones? Which one is Brazilian and which one is american? Write Brazilian or American in the gaps.

1) _____ breakfast



4) _____ breakfast



2) _____ lunch



5) _____ lunch



3) _____ dinner



6) _____ dinner.



HOW ABOUT NEW VOCABULARY?

1- Complete the pictures with their missing correspondent word:

Hamburger – Banana- Coffee – Orange juice- Ketchup



Fried eggs





Orange



Onion rings



Rice



Beans











Bread



Meat

2- Separate the words of the activity 1 into the five categories below. The first one is an example:

Fruits	Vegetables	Fast food	Drinks	Others
Banana	Tomato	Hamburger	Juice	Bread

3- Complete the table (2.b) with the words below. One category will not be completed:

fish- papaya- yogurt- apple- lettuce- milk- pear- hot dog- watermelon- pizza- broccoli- pineapple- french fries- carrot- chicken- butter- cheeseburger- potato- tea- soda- corn- cauliflower- cheese- mango- ham- popcorn- lemon- water- sandwich- lemonade- spinach- hot chocolate- peas- peach- onion- milkshake

LISTEN, LISTEN, LISTEN!

Listen to Amanda about her food habits and check the correct choice:

1) She is talking about _____:

- a) Lunch in England
- b) Breakfast in England
- c) Breakfast in France

2) She is living in _____:

- a) France
- b) England
- c) Scotland

3) Porridge is a _____ dish.

- a) Brazilian
- b) French
- c) Scottish

Listen again and circle the food and drinks you hear:

Cereals – orange – bread – jam - oil- salt - vinager- sugar – apple
- butter – oat – cake – coffee – sugar - milk- strawberry - water

LET'S TALK ABOUT PRONUNCIATION?

"My children prefer brown bread and...butter, always salty butter..."

"...and milk, and water, a little salt..."

How would a native American say the words above? What about the "t" sound? Listen to Dennis, American, and circle the "t" sounds that are difference from Amanda's British pronunciation.

- a) Little
- b) Butter
- c) Tomato
- d) Potato
- e) Water
- f) Lettuce

LANGUAGE IS NOT DIFFICULT!

Observe the words in bold in the three quotations below and do the following activities:

I) " Hey, I **like** vegetables, I just **don't like** sprouts. And asparagus. And okra. "

II) "But, you know, she **likes** music. She **likes** her friends. She **likes** movies."

III) "There are people who **don't like** capitalism, and people who **don't like** PCs. But there is no-one who **likes** the PC who **doesn't like** Microsoft" Bill Gates"

IV)



1) Complete with *like* or *likes*:

I/you/we/they _____ fruits.

He/she/it _____ ice cream.

These sentences are in the _____ (negative/ affirmative) form.

2) Complete with *doesn't like* or *don't like*

I/you/we/they _____ fruits.

He/she/it _____ ice cream.

These sentences are in the _____ (negative/ affirmative) form.



3) We use *do* or *does* for _____ (affirmative/ interrogative/ negative) form.

Ex: _____ (do/does) I/ you/ we/ they like tomatoes?

_____ (do/does) she/he/it like bread and cheese

LET'S SPEAK OUT LOUD!



1) Complete the chart with information about you. Check the correct option

YOU (type of food)	 Like	 Dislike
French fries		
Salad		
Cheeseburger		
Oranges		
Coffee		
Tomatoes		

2) In pairs, compare your answers. Then, complete the table about your partner. Check the correct option. Follow the model:

Do you like _____ ?
(type of food)

Yes, I do
No, I don't.

Your Partner	 Like	 Dislike
French fries		
Salad		
Cheeseburger		
Oranges		
Coffee		
Tomatoes		

3) Tell your answer to your classmates. Follow one of the models:

I like _____, but _____ doesn't like _____.

OR

I like _____ and _____ likes _____.

YES, YOU CAN READ IT!

1) The objectives of cartoons are, EXCEPT:

- a) to show a comic situation
- b) To give a suggestion
- c) To be critical.

Read the cartoon below.



"The sauce has tomatoes and onions.
The crust is basically a big crouton.
Technically, pizza is a salad!"

2) The idea of this cartoon is that:

- a) The pizza is similar to a salad
- b) The pizza is a real salad
- c) The man loves salad

3) In pairs, discuss:

- 1) Do you like pizza?
- 2) What's your favorite type of pizza?

4) Report the answers to the whole class

LET'S READ TO WRITE!

1) What kind of information is there in a recipe?

2) Read the recipe below and answer what follows:

Juicy Fruit Salad



Ingredients

- 1 (15 ounce) can pineapple chunks with juice
- 1 apple - peeled, cored and diced
- 1 orange - peeled, diced and juice reserved
- 1 banana, sliced

- 1 cup seedless green grapes, halved

Directions

In a large bowl, **toss** together the pineapple, apple, orange, banana and grapes. **Add** the juice from the pineapple and orange and **let chill** until serving.

What are the five ingredients?

1) _____

2) _____

3) _____

4) _____

5) _____

NOW YOU'RE THE AUTHOR!

1) Based on the previous recipe, complete this fruits salad with the ingredients and the quantity you want. Then, write them in the Directions section.

Ingredients

- 1 _____
- _____ g _____
- 3 _____
- 2 _____
- _____ g _____

Directions

1. In a large bowl, combine the _____, _____, _____, and _____. Gently mix in _____. Chill for 1 hour before serving.

2) Compare your recipe with a classmate. Do you like your partner's recipe?

3) Tell your answers to the whole class.

LET'S START!

- a) Do you like music?
- b) What kind of music do you like?
- c) Do you usually go to concerts or bars with live music? What bar do you usually go?
- d) Take a look at the pictures below:



Live music in Manaus, Brazil



Live concert in Milan, Italy



Live music in a pub in London, UK

In pairs, answer the following questions:

- Which one do you prefer the most? Why?
- Which one do you prefer the least? Why?
- When was the last concert or any live music show you saw? How was it?

LISTEN, LISTEN, LISTEN!

1. Do you know the band Pearl Jam? What kind of music do they play? What happened to the woman in the song? Listen to the song and circle the best option to complete each gap.

Last Kiss (Wayne Cochran)

Oh where, oh where, can my baby be?

The lord _____ (**Looked/ took/lost**) her away from me

She's gone to heaven so I _____ (**got/ let / woke**) to be good

So I can see my baby when I leave this world

We _____ (**went/ got/ were**) out on a date in my daddy's car

We hadn't driven very far

There in the road straight ahead

A car was stalled, the engine was dead

I couldn't stop, so I swerved to the _____ (**write/ right/ white**)

I'll never forget the sound that night

The _____ (**scrambling/ scratching/ screaming**) tires, the busting glass

The painful scream that I _____ (**Spoke/ got/ heard**) last



When I woke up the rain was pourin' down

_____ (**There was/ It had/ There were**) people standing all around

Something warm rolling through my eyes

But _____ (**someone/ somehow/ somewhat**) I found my baby that night

I lifted her head, she _____ (**took/ looked/ spoke**) at me and _____

(**Spoke/ looked/ said**)

"Hold me darlin' just a little while"

I _____ (**picked/ held**) her close I _____ (**kissed/hugged/ gave**) her - our

last kiss

I found the love that I knew I had miss

Well now she's gone even know I hold her _____ (**tight/ light/ out**)

I _____ (**forgot/ missed/ lost**) my love, my life that night

2. In pairs, discuss:- Has anybody you know ever suffered any kind of accident?

LANGUAGE IS NOT DIFFICULT!

Check the correct option:

A) “I couldn’t stop, so I swerved to the right”

1) The underlined verb is in the _____ form. It is _____, because this form ends in *-ed*, *-d* or *-ied*.

- a) present/ regular
- b) past/ irregular
- c) past/ regular

2) We use this form for _____.

- a) descriptions of past events, finished situations
- b) descriptions of past events, not finished situations
- c) descriptions of present events

B) “But somehow I found my baby that night”

1) The underlined verb is the past form of to _____ (think/ can/find) and is _____ (regular/ irregular), because it does not end in *-ed*, *-d*, or *-ies*.

LET'S TALK ABOUT PRONUNCIATION?

1- Listen to the words below and write them in the correct column according to its respective sound.

Added- banged- decided- breathed- fished- excited- fixed- graded- helped- honored- laughed- looked- pleased- saved- tasted

SOUND		
/ɪd/	/d/	/t/

2) Check your answers with a partner

PRONUNCIATION HEEEEELP!	
SOUND TYPE	EXAMPLES
After unvoiced sounds	p, f, s, k, ʃ, and tʃ the final -ed is pronounced like t as in the word <i>cat</i>
After voiced sounds	b, g, v, z, ʒ, dʒ, m, n, ŋ, l, ð, and r the final -ed sound is pronounced like d as in <i>good</i> .
Verbs ending in <i>d</i> and <i>t</i>	the final -ed is pronounced ɪd as in the final two letters of the word <i>did</i> .

YES, YOU CAN READ IT!

What is an article?

What are the positive aspects of having music in your life? Do you, your kids or any of your cousins or friends have music classes at school or out of it? Read the article below and answer the following questions:

The Benefits of Music Education
By *Laura Lewis Brown*



Whether your child is the next Beyonce or more likely to sing her solos in the shower, she is bound to benefit from some form of music education. Research shows that learning the do-re-mis can help children excel in ways beyond the basic ABCs.

More Than Just Music Research has found that learning music **facilitates** learning other subjects and **enhances** skills that children inevitably use in other areas. “A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning,” says Mary Luehrisen, executive director of the National Association of Music Merchants (NAMM) Foundation, a not-for-profit association that promotes the benefits of making music.

“Music learning supports all learning. Not that Mozart makes you smarter, but it’s a very integrating, stimulating pastime or activity,” Guilmartin says. [...]

Increased IQ A study by E. Glenn Schellenberg at the University of Toronto at Mississauga, as published in a 2004 issue of *Psychological Science*, found a small **increase** in the IQs of six-year-olds who were given weekly voice and piano lessons. Schellenberg provided nine months of piano and voice lessons to a dozen six-year-olds, drama lessons (to see if exposure to arts in general versus just music had an effect) to a second group of six-year-olds, and no lessons to a third group. The children’s IQs were tested before entering the first grade, then again before entering the second grade.

Surprisingly, the children who were given music lessons over the school year tested on average three IQ points higher than the other groups. The drama group didn't have the same increase in IQ, but did experience increased social behavior benefits not seen in the music-only group. [...]

The Brain Works Harder Research indicates the brain of a musician, even a young one, works differently than that of a nonmusician. "There's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you're a musician and you're playing an instrument, you have to be using more of your brain," says Dr. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University, where he teaches a specialized music curriculum for children aged two months to nine years. [...]

Spatial-Temporal Skills Research has also found a causal link between music and spatial intelligence, which means that understanding music can help children visualize various elements that should go together, like they would do when solving a math problem.

Improved Test Scores A study published in 2007 by Christopher Johnson, professor of music education and music therapy at the University of Kansas, revealed that students in elementary schools with superior music education programs scored around 22 percent higher in English and 20 percent higher in math scores on standardized tests, compared to schools with low-quality music programs, regardless of socioeconomic **disparities** among the schools or school districts. Johnson compares the concentration that music training **requires** to the focus needed to perform well on a standardized test. [...]

Being Musical Music can **improve** your child's abilities in learning and other nonmusic tasks, but it's important to understand that music does not make one smarter. As Pruett explains, the many intrinsic benefits to music education include being disciplined, learning a skill, being part of the music world, managing performance, being part of something you can be proud of, and even **struggling with** a less than perfect teacher. [...]

- 1) **All these alternatives are clearly stated in the texts, except:**
 - a) **Learning music facilitates learning other subjects**
 - b) **Music learners have a higher Q.I and better social benefits**
 - c) **Music learners from superior music programs get grades inferior to 22% in comparison to students from low-quality programs**
 - d) **Children that learn music can solve math-problems better than kids who don't understand music**
- 2) **In pairs, discuss, out of these six benefits, which one is the most important to you? Justify your answer. Then, tell your conclusions to the whole class .**

HOW ABOUT NEW VOCABULARY?

1) Find in the text the synonym (in bold) of the following words and expressions:

- 1- To demand: _____
- 2- Make easy: _____
- 3- To increase the quality of: _____
- 4- Inequality: _____
- 5- To be in agony, to make efforts: _____
- 6- Growth in size or amount: _____

2) Check your answers with a partner

LET'S SPEAK OUT LOUD!

The teaching of music at public and private regular schools has for a long time been polemic. Some people may accept their kids studying music, but others not. Imagine you are in a parents meeting with the principal of a school (your teacher, for instance will be him/her) who wants to include music classes in the school curriculum. The class is divided into two groups, A and B: join one of them . After the discussion, the principal (your teacher) will tell you his/her choice.

Group A participants think that music classes at school are not necessary; they are a waste of time.

Group B thinks that studying music is important to the students' life.

LANGUAGE HEEEEELP!

Giving opinion

-In my opinion...

-As I see...

-As far as I'm concerned...

-I think...

NOW YOU'RE THE AUTHOR!

You are a reader of Laura Brown's blog and is answering her article "The Benefits of Music Education". Give your opinion about it and tell any experience you, a friend of yours, your kids, etc had with music learning at school or even out of it. (Minimum 100 words)

ANSWER SHEET AND TEACHER'S GUIDE

IT'S ONLY FOOD!

LET'S START!

1- Ask students to look at the pictures and tell what they see. It is a good opportunity to check if they already know any of the following food vocabulary. Teach them the words *breakfast*, *lunch* and *dinner*. Then, ask them if they know any differences between the Brazilian and American food habits. Finally, ask them to write "American" or "Brazilian" at the pictures from 1 to 6.

Answer:

- 1- American
- 2- American
- 3- American
- 4- Brazilian
- 5- Brazilian
- 6- Brazilian

HOW ABOUT NEW VOCABULARY?

1- You can simply start this section by asking students where they can find those pictures in the "Let's start!" section. Then, ask them to complete the pictures with the words. Since most of these words are known by them in the Brazilian context, this is just to check their background knowledge on food, and add some more vocabulary.

Answers:

Fried Eggs	Hamburger	Orange
Onion rings	Rice	Beans
Coffee	Ketchup	Orange Juice
Banana	Bread	Meat

2- Tell your students that you are going to divide the food/ drinks from the previous activity into five categories. Explain what each categories mean. Then ask them to do the activity.

Answers: Check whole answer after activity three explanation.

3- Pre teach some of these words (by mimics, drawing, flashcards, etc) . Then, tell students to separate all of them into the five categories. One of these categories will have a blank space.

Answers:

Fruits	Vegetables	Fast food	Drinks	others
Banana	Tomato	Hamburger	Juice	Bread
orange	lettuce	French fries	coffee	meat
papaya	broccoli	ketchup	yogurt	Fried eggs
apple	carrot	sandwich	milk	Rice
watermelon	potato	Onion rings	tea	beans
pineapple	corn	Hot dog	soda	fish
mango	cauliflower	popcorn	water	chicken
lemon	spinach	pizza	lemonade	butter
pear	peas	cheeseburger	Hot chocolate	cheese
peach	onion		Milkshake	ham

LISTEN, LISTEN, LISTEN

The teacher should ask students to listen to Amanda speaking about some food habits. For activities 1,2 and 3, play once. If necessary play one more time.

Answers:

- 1) B- Breakfast in England
- 2) A – France
- 3) C- Scottish

4) After question 3, have students listen to Amanda one more time and circle the words they hear. There are 10 words to be circled.

Answer (in yellow):

Cereals – orange – bread – jam - oil- salt - vinager- sugar – apple

- butter – oat – cake – coffee – sugar - milk- strawberry - water

Audio tapescript:

Breakfast in England is very copious, because we believe that breakfast is the most important meal in the day. So, even though i'm living in France, i still have a really big breakfast in the morning. We have lots of cereals.... Cereals like Wit- Bix, Jordans... Cereals like that. We have bread, white bread, brown bread. My children prefer brown bread and...butter, always salty butter and lots of different jam. And we often have homemade jams , because i like making jam. And we have honey. And on days we're going to do lots of sports, or days where we don't have no cereals left, we can make porridge. Porridge is a Scottish cereal...a Scottish dish made with oats, porridge oats, and milk, and water, a little salt...a pinch of salt and sugar....

LET'S TALK ABOUT PRONUNCIATION?

Link this activity to the previous one, by exploring the underlined words in both statements. Ask the: "How do Amanda say those words?" Then, ask if they know the way they are pronounced in American English. Focus on the /t/ sound. Finally, play the audio and ask students to circle which /t/ is pronounced differently from. In addition, even though Dennis says potato and tomato without the flap sound, you should point out that it is very common to use this tap sound when pronouncing those words.

Answers (in red):

- a) Little
- b) Butter
- c) Tomato
- d) Potato
- e) Water
- f) Lettuce

LANGUAGE IS NOT DIFFICULT

The goal of this activity is to introduce the student to the simple present by recognizing the verb forms of the verb "to like" in the affirmative, negative and interrogative form. "Yes" and "no" answers will be focused later. The teacher may

ask the students to observe the difference of the structures in bold in the first three statements, and also how the question is formed in the cartoon (IV). After this, the student are asked to complete activities 1 to 3. In the end, the tacher may wrap up the new structure with any doubt solving esxplanation.

Answers: 1) Like
Likes
Affirmative
2) don't like
doesn't like
negative
3) interrogative
do
does

LET'S SPEAK OUT LOUD!

1) Individually, the students have to check the correction option about them. Check if still they have doubts with this vocabulary in advance.

Answers: free answer

2) In pairs, the students are asked to complete the information about their partner, by using the model in red. First, have the class to do a chorus repetition of the structure, and highlight the yes and no answer structure. Then, pair them up and ask them to do the activity.

Answers: free answer

3) Ask some students to tell their answers to the whole class. Teach the models in red.

Answers: free answer

YES, YOU CAN READ IT!

1) Objective: to recognize elementary features of cartoons.

The teacher asks the students what they can see in cartoons. Then, ask them to mark the correct answer.

Answer: B

2) Ask pupils to read the cartoon and answer the next multiple choice question.

Answer: A

3) Pair students up and ask them to ask each other questions A and B.

Answer: free answer

4) After they finish, ask some pairs to tell their answers to the whole class.

LET'S READ TO WRITE!

Objective: to recognize the main features of recipes.

1) Ask the whole class what information they can see in recipes. Ask them to write them down.

Answer: ingredients, instructions, commands, time of preparation, level difficulty.

2) Ask students to read quickly the recipe. Don't focus on all the vocabulary. And ask them to answer what the ingredients are (letter a).

Letter "a" answer: pineapple, apple, orange, bananas, and grapes

NOW YOU'RE THE AUTHOR!

1) Students are supposed to complete a fruit salad with the fruits and the quantity they want, so they create their own recipe.

Answer: free answer

2) Ask students to compare their recipe with a classmate to see if you like it.

Answer: free answer

3) Ask some students to tell their answer to the whole class

Answer: free answer

LISTEN TO THE MUSIC

LET'S START!

It's a good idea to start the class writing the word "music" on the board, and ask students what comes to their minds when they read it. Then ask students questions from "a" to "c". Other questions might come up. After this, pair them up and ask them to take a look at the three pictures and discuss the questions that follow. Finally, they may share their conclusions to the whole class.

Answers: From "a" to "c": free answer

"d": What are the differences between the three types of live music entertainment?

The Manaus picture shows live music in an open bar. The musicians may be closer to the audience. It might be cheaper to go to this bar. Other answers might show up.

The Milan picture shows a live open concert. It might be free, and the band (s) may be very famous. Other answers might show up.

The London picture shows a live concert in a pub. It might be a free or even an expensive concert. People might spend some money on drinks, which can or cannot be expensive, dependings on the place. Other answers might show up.

LISTEN TO THE SONG

Start this activity by asking your students if they know the band Pearl Jam. Get some information from them and if they know the song and if they know what happened to the woman in the song (His girlfriend and him suffered a car accident when he was driving on the road. After he woke up, he noticed they suffered an accident. Then, he came around his girlfriend, but some time later she died) .

It's interesting to know that "Last Kiss" is an old song, released in 1961 by Wayne Cochran. Then, it was recorded in the late 1990's for Pear Jam's No Boundaries: A Benefit for the Kosovar Refugees Album. Let students listen to the song twice to check the correct option. In the end, ask them to compare the answer.

Answer:

Last Kiss (Wayne Cochran)

Oh where, oh where, can my baby be?

The lord **TOOK** (looked/ took/lost) her away from me

She's gone to heaven so I **GOT** (got/ let / woke) to be good

So I can see my baby when I leave this world

We **WERE** (went/ got/ were) out on a date in my daddy's car

We hadn't driven very far

There in the road straight ahead
 A car was stalled, the engine was dead
 I couldn't stop, so I swerved to the **RIGHT** (write/ right/ white)
 I'll never forget the sound that night
 The **SCREAMING** (scrambling/ scratching/ screaming) screaming tires, the busting
 glass
 The painful scream that I **HEARD** (Spoke/ got/ heard) last

When I woke up the rain was pourin' down
THERE WERE (There was/ It had/ There were) people standing all around
 Something warm rolling through my eyes
 But somehow I found my baby that night
 I lifted her head, she **LOOKED** (took/ looked/ spoke) at me and **SAID** (Spoke/
 looked/ said)
 "Hold me darlin' just a little while"
 I **HELD** (picked/ held) her close I **KISSED** (kissed/hugged/ gave) her - our last kiss
 I found the love that knew I had miss
 Well now she's gone even now I hold her **TIGHT** (tight/ light/ out)
 I **LOST** (forgot/ missed/ lost) my love, my life that night

2) After checking the answer, tell them to get in pairs and discuss the following question.

Answer: free answer

LET'S TALK ABOUT PRONUNCIATION?

**1) Write one example of each of the three types of *-ed* sounds regular words on the board and ask students the differences between each sound. You can conclude by focusing on the *Pronunciation Heeeelp* section.
 . Then play the audio, so they can write the words in the correct place. Tell them to compare answers before checking with the whole group. Depending on the group, do a chorus repetition of the words, or at least, some of them in order to emphasize the differences when using the regular past form.**

Answer:

SOUND		
/ɪd/	/d/	/t/
added	Banged	fished
decided	Breathed	laughed
excited	Honored	helped

graded	Saved	looked
tasted	Pleased	fixed

PS: You don't need to give specific and detailed explanation about phonetic symbols. Just focus on the sounds differences.

LANGUAGE IS NOT DIFFICULT

The teacher should link this activity to the previous one by catching any sentences (different from the ones seen in the exercise), one in the past. Lead them come up to a conclusion. Then, ask them to check the correct answers from activities A and B.

- A) 1) c- Past/regular
- 2) a- description of past events, finished situations

- B) 1) find/ irregular

YES, YOU CAN READ IT!

Ask students what an article is. After that, tell them to write its definition and add two examples of articles.

- 1) An article is a written work published in a print or electronic medium. It may be for the purpose of propagating the news, research results, academic analysis or debate.
Source: https://en.wikipedia.org/wiki/Article_%28publishing%29 Jan, 13, 2016

In pair, students are made to talk about the positive aspects of music in their lives. After 3 minutes, ask them to read the article and answer what follows.

- 1) Students have to check the correct alternative.**

Answer: c) Music learners from superior music programs get grades inferior to 22% in comparison to students from low-quality programs.

- 2) After checking the answer of the previous activity with the whole class, ask them to discuss in pairs or in small groups which benefit is more interesting to them. Then, ask some students to tell their conclusions.**

Answer: free answer

HOW ABOUT NEW VOCABULARY?

1) Ask students to go back to the article and find the word in bold that matches as a synonym of the six expressions that follow. Give them from 3 to 5 minutes for this activity.

Answers:

- 1- To demand: require
- 2- Make easy: facilitates
- 3- To increase the quality of: enhance
- 4- Inequality: disparity
- 5- To be in agony, to make efforts: struggle with
- 6- Growth in size or amount: increase

2) Ask them to pair up and compare their answers.

LET'S SPEAK OUT LOUD!

The goal of this activity is to make students defend different arguments, even though they do not agree with them. Split pupils up into two groups, A and B and ask them to read the statement they have to defend. One of them are to defend music lessons at school, but the other one will say the opposite. You will be the principal of that school, so you will choose the best arguments in the end. Give about three minutes for the groups to prepare their arguments. Then, ask them to sit face to face and start the activity by asking a question such as “Do you think music lessons are important for your kids’ education?”

PS: give them from 5-7 minutes for the discussion. Don’t forget to take notes about students mistakes to tell after all. Don’t forget to show the “Language heeeelp” box before. Students must use some of these expressions to show their opinions.

Answer: free answer.

NOW YOU'RE THE AUTHOR

The two goals of this writing activity are to make students give opinions and to talk about past experiences. Ask your pupils to reply to Laura’s Article, by giving their opinions about it, adding some past experiences about music learning at school or out of it. Tell them not to forget to use the giving opinion expressions they used in the previous activity. This exercise can be done as a homework.

Answer: free answer

PICTURES, AND AUDIO REFERENCES

IT'S ONLY FOOD!

COVER

Beatles Mosaic: <http://www.foodiggity.com/the-beatles-abbey-road-recreated-using-english-breakfast-foods/> Jan, 19, 2016

LET'S START!

- 1) http://www.tripadvisor.com/LocationPhotoDirectLink-g34705-d2476012-i50617142-Le_Petit_Bistrot-Venice_Florida.html December, 30, 2015
- 2) <http://www.epicurus.com/food/495/pyramids-and-plates-nutrition-101> Dec. 30, 2015
- 3) <http://www.mtisp.net/thanksgiving-travel-sites/typical-american-thanksgiving-dinner.html> December, 30, 2015
- 4) <http://www.johninbrazil.org/friday-postcard-breakfast-in-brazil/> January 2, 2016
- 5) <https://unpackingschoollunch.wordpress.com/tag/school-lunch-in-brazil/> January 2, 2016
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HOW ABOUT NEW VOCABULARY?

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Hamburger: <http://5tim.com/wp-content/uploads/2011/05/hamburger.jpg> January, 2, 2016

Orange: <http://healthybenefits.info/orange-diet-for-weight-loss/> January 2, 2016

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Banana: http://lounge.obviousmag.org/les_feuilles/2014/05/sobre-bananas-e-cotas-raciais.html January, 2, 2016

Rice: <https://www.organicfacts.net/health-benefits/cereal/health-benefits-of-rice.html> January, 2, 2016

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Bread: <http://www.bellybytes.com/recipe/bread/bread22.html#.VohCn1KYSIO> January, 2, 2016

Orange juice: <http://www.fdaimports.com/blog/fda-cracks-down-on-carbendazim-in-oj-but-ignores-it-in-other-foods-according-to-former-regulatory-counsel/>
January 2, 2016

Meat: <http://ibellhop.com/2013/07/04/summer-grilling-2013-4th-of-july-favorites/>
January 2, 2016

LISTEN, LISTEN, LISTEN

http://www.audio-lingua.eu/spip.php?mot182&id_rubrique=2&lang=en&debut_articles=10#pagination_articles Jan, 16, 2016

HOW ABOUT NEW PRONUNCIATION?

Audio gently recorded by (and with the permission with) Dennis J. Pratt

LANGUAGE IS NOT DIFFICULT!

Davies, Mark. (2008-) *The Corpus of Contemporary American English: 520 million words, 1990-present*. Available online at <http://corpus.byu.edu/coca/>. Jan, 7, 2016

<http://img.picturequotes.com/2/13/12362/there-are-people-who-dont-like-capitalism-and-people-who-dont-like-pcs-but-theres-noone-who-likes-quote-1.jpg> Jan 7, 2016

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Activity 4: facebook icons:

<http://www.wordstream.com/facebook-vs-google> Jan, 3, 2016

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<http://www.thesparkgroup.com/changes-to-facebook-like-button/> Jan, 3, 2016

YES, YOU CAN READ IT!

Cartoon: <http://www.glasbergen.com/cartoons-about-pizza/> December 28, 2015

LET'S READ TO WRITE?

Fruit salad: Addapted from: <http://allrecipes.com/recipe/24548/juicy-fruit-salad/?internalSource=staff%20pick&referringId=211&referringContentType=recipe%20hub> on December, 29, 2015

NOW, YOU'RE THE AUTHOR

Addapted from: <http://allrecipes.com/recipe/14147/very-easy-fruit-salad/?internalSource=staff%20pick&referringId=211&referringContentType=recipe%20hub>
Jan, 9, 2016

LISTEN TO THE MUSIC

COVER

Picture: <http://thethompsonbrothers.com/thompson-s-school-of-music-ministry> Jan, 19, 2016

“Listen to the music” lyrics:

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LET’S START

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LISTEN TO THE SONG

Lyrics “Last Kiss” adapted from <https://www.letras.mus.br/pearl-jam/30320/> Jan, 12, 2016

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LET’S TALK ABOUT PRONUNCIATION?

Source and download files:

<http://www.elearnenglishlanguage.com/blog/learn-english/grammar/simple-past-pronunciation/> Jan, 15, 2016

NOW YOU’RE THE AUTHOR!

Adapted from <http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/> Jan. 2015

Rationale

There was a huge preoccupation in using authentic materials in both units. According to Perry (2012), many authors “advocate for teaching with authentic literacy materials and activities in education”. In the units “It’s Only Food” and “Listen to the Music”, all pictures, audios, recipes, article and cartoons are authentic; taken from the internet or got from a real source. In addition, Perry says that “sociocultural theories related to literacy focus on what people do with texts-the meaningful, purposeful ways in which people use literacy in real word contexts”. The activities intend to be meaningful to the audience it was written. For example, in the first unit, all food vocabulary has to do with teenagers life (french fries, milk, hamburger, etc). Also, in the second unit, the text used had the purpose to bring the relation between music and education to the Brazilian context.

Both units begin with a “Let’s start” section, which aims at introducing and contextualizing the topic. Celce-Murcia & Olshtain state that “Context in discourse analysis refers to all factors and elements that are nonlinguistic and nontextual but which affect spoken or written communicative interaction”. In “It’s only food”, students were led to say what they know about Brazilian and American meals, so their previous knowledge could be “tested”. Background knowlege was also a key point in “Listen to the Music” unit. Knowledge about music and concerts was checked by using some pictures as clues.

In English there is a wide range of vocabulary to be studied by second language speakers. So the first question to be answered when selecting vocabulary to a material is: who is this material for? According to Larsen-Freeman, “the learner’s age is often a deciding factor as to what type of language is studied. For the first unit, food vocabulary was selected from a Brazilian teenager’s perspective, so that words like hamburger, beans, rice, and other weren’t let aside. However, crosscultural vocabulary was also included, such as onion rings. For the second unit more general vocabulary was chosen, since the students age may vary a lot. In this chapter, six words or expressions were selected from the text to match with the synonyminms. To do that, students may use some

reading strategies, such as analyzing the context and also some linguistic features (Is it a verb, a noun, or an adjective?).

Listening was done with authentic material in both units. According to Richards (2008), “a typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening, and post-listening and contains activities that link bottom-up and top-down listening.” Both units have communicative pre-listening activities (or links with the previous activity) to engage students on what is coming after in the activity. Even though there isn’t an explicit pre-listening task in the first unit, it is recommended that the teacher asks the students to predict what Amanda is going to say about food habits. Then, there are questions from general information to specific ones. Students are not supposed to understand all the words and, but the ones they are already acquainted with. In addition, there isn’t an explicit post-listening activity too. The teacher is supposed to link this activity with the pronunciation one that follows. For the second unit, there is an explicit pre-listening activity. There is a guiding question to ask students, but the teacher is free to get more information from students, even about the song itself. A picture was included to help students to answer these questions. Then, the listening is a filling-the-gap task which aims at focusing on the verbs in the simple past tense. Since they have already been introduced to this tense before, it is not necessary to focus on it, even as a new vocabulary by now. The post-listening tasks start with a pair-listening comprehension activity and is followed by a question that brings them to their real world. For this listening part, top-down processing seemed to be more important than the bottom-up one.

Pronunciation in English is a complex theme, because of the orthography, that is inconsistent and irregular, and its phonetics that is, according to Wells, “idiosyncrantic, including various characteristics that are unusual from the point of view of universals”. There are also many sounds and intonation aspects not usual in other languages. So, How can pronunciation be taught in a language material? For “It’s only food” the focus was on the difference from the American to the English variation of the /t/ sound in words such as “butter” and “little”. The objective of this task was to make students aware of the existence of different “Englishes”, so there isn’t only one language variation. It is important to mention that there are hundreds of “Englishes” in the world; not only the

dichotomy between the American and British should be counted as the only existent language difference. “Listen to the Music” deals with a more specific topic: the “ed” sound (s) in the regular form of the simple past tense. It is a tough task for Brazilian people (and why not in all of the world?) to realize that there are pronunciation differences to pronounce the “ed” in English. Wells also argues that the teacher must teach the pronunciation by using phonetic symbols, “at least passively for reference”. There is a Pronunciation Help box that gives more technical explanations of this topic, even though students are not asked to know specific terms, but to understand how the “ed” sound(s) word in English.

According to Larsen-Freeman, “making communication the means calls for language students to engage in meaningful communication [...]”. For the speaking activities there was a huge preoccupation in having the students use real language they can use out of the classroom environment. For example, in the first unit it was done a pair activity for the students to ask their classmates preferences, in a begginer’s level, of course, so they could give opinion about real things they like or dislike eating or drinking. For the second unit, there was a close attention to set a scene, so that the students could see themselves in a discussion at school. This is clearly justified by Ortega who states that “many additional language learners are actively involved in their own learning processes, both regulating challenges and maximizing learning opportunities as they seek environmental encounters”. Also, she says that if there is interaction and formal instruction, there will be more attention, therefore there will be more learning. To do so, some visual aids were used the first unit, such as the Facebook icon, the models in red, and others. In the second one, the challenge itself to give opinions and defend a point of view that the student may not agree with, will make them interact more, pay closer attention on what is being asked to do, consequently they will learn more.

The teacher is supposed to be the mediator and should do a corrective feedback focusing on fluency and not on accuracy. According to Harmer (2004), “During communicative activities, it is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since to do interrupts the communication and drags activities back to the study of language”.

According to Hinkel, “bringing learners’ attention to particular contextualized tense uses and discourse frames represents a key factor in bringing the discourse conventions and regularities to the level of effective production in writing.”. The writing activities have been contextualized through the units, by the language and the theme that has been taught. It seems that the writing activities brief everything that was done before. For “It’s only food”, it was intended to have a more controlled writing because of the students level of proficiency. There they should personalize an authentic recipe, by adding the fruits and the amount of them they wanted. In the second unit, there was an open an argumentative answer to an article. To do so, students should use the previous used expressions to give opinion (As I see, I Think, etc) along the text, as well as use the past tense to tell a previous experience. In both writing tasks, learners were exposed to the context. For example, in the first unit, it was asked to analyze a recipe before writing one (that’s why the section is called “ Let’s read to write”). For the second unit, the context was based on a text previously read and understood. It would be interesting if the learners use some of the new words seen in the vocabulary section to enrich their writings.

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