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NEW MOVES
(Material didático para o ensino de inglês)

BELO HORIZONTE
2020

BRUNA SANTOS BONDIOLI

**NEW MOVES
(UNIDADE DIDÁTICA PARA O ENSINO DE INGLÊS)**

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

Orientadora: Ana Larissa Adorno Marciotto Oliveira

**BELO HORIZONTE
2020**

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Bruna Santos Bondioli

Às __13.00__ horas do dia 07 de agosto de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado Material didático para o ensino de inglês: New Moves, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

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

O(A) Prof(a). Raquel Rossini Martins Cardoso indicou a aprovação do(a) candidato(a);

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

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

Belo Horizonte, 07 de agosto de 2020.

Marisa Mendonça Carneiro

Raquel Rossini Martins Cardoso

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

ACKNOWLEDGEMENTS

I dedicate this paper to every person who contributed with its confection directly or indirectly. I certainly would not be able to get here if it was not for the people that I am going to mention next.

My family, who have always encouraged and supported me in all my personal and professional endeavors, as ambitious as they could be;

My boyfriend, who besides being a partner is also my best friend and a professional role model – thank you for being there for me whenever I needed;

My classmates, who had the experience of taking this tough-but-worth-it course with me – I hope you guys achieve great outcomes from it as much as I do;

My friend Ana, who I long don't consider just as a classmate anymore, but a true friend who shared with me every distressful and joyful moment I lived along the course – you are one of the biggest reasons for this accomplishment in my life;

My professors from UFMG, who enriched, inspired and empowered me as an educator and a human-being – may I be able to contribute to my students' lives as much as you did to mine;

The people from Belo Horizonte, who I consider to be deeply warm and welcoming, especially the people who hosted me in the accommodations I stayed – you guys have the best food in the world;

The professors and teachers that I had – you made this possible;

My current and past students – among all the magnificent educators I had in life, you were definitely the best.

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INTRODUCTION

Learning a language must be an empowering experience, being it the first, or an additional one. With the globalization and its advents, traditional methods for second language teaching, have become more and more obsolete due to the flatness and passivity they promote. Nowadays, people are expected not only to know an additional language, but to know how to use it within the most diverse communicative situations. The act of learning another language gains an even higher status if we understand it as a tool to fight our rights as citizens and for others’.

Regarding the mentioned facts about second language acquisition, we decided to elaborate this tentative didactic material in the lights of the Communicative Language Teaching and the Critical Literacy Approach, which are concept that have been enriching the education field in the latest years, in a way that has never happened before.

As the audience of this material, it was considered adults who are B1 language learners (considering the CEFR) because of the linguistic and thematic content within the units (adults have more background to share about stress and differences than younger age groups), and, because most of my experience as an English teacher is from language institutes, which made me feel more comfortable in the creation process.

It is valid to mention that he topics that guide both units were decided based on the principles of CLT and CL, which means that besides intending to promote communicative opportunities, they are expected to foster students’ social awareness.

Finally, it is fundamental to clarify that this material is not intended at commercial or real pedagogical purposes. Instead, it works as a tentative way of converting the information we had access to along the course into a practical manner.

<https://bit.ly/2FVgvc9>

NEW MOVES



STRESSED OUT GENERATION



Stretching

1. Read the lyrics of the song "Stressed Out" by the band *Twenty-One Pilots* and discuss with a classmate:

How do the lyrics relate to stress?



Twenty One Pilots

<https://bit.ly/2M4KEdk> 1

"Stressed Out" lyrics by Twenty One Pilots
<https://bit.ly/2GpSs5O> 1

2. Share your ideas with your group.
3. Check the things that stress you the most. Add other items if you want.

<input type="checkbox"/> Money	<input type="checkbox"/> Job	<input type="checkbox"/> Chores	<input type="checkbox"/> Social pressure
<input type="checkbox"/> Studies	<input type="checkbox"/> Career	<input type="checkbox"/> Relationships	<input type="checkbox"/> Politics
<input type="checkbox"/> Family and friends	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

4. Share your answers with your group and explain why these things cause you stress.

Ears to the Ground

1. What do you know about Millennials? In pairs, write at least 4 words or expressions that are related to the term in the spiderweb below.



2. Share your answers with your group.

3. Watch the news report and choose the best headline.

- a. Five Tips to Help Millennials Worry Less
- b. Millennials – The Most Stressed Out Generation
- c. Millennials Aren't Less Stressed Than Their Parents
- d. The Effects of Social Media On Millennials' Lives



<https://www.youtube.com/watch?v=U7oN436AdDU>

4. Watch the video again to answer the items a-d.

a. Check the health problems associated with stress in Millennials (check 3 items).

- Low blood pressure
- Weight gain
- Fatigue
- Depression
- Throat infection
- High blood pressure
- Cholesterol
- Insomnia

b. Check other major causes for stress in Millennials (check 3 items).

- Deadlines and responsibilities
- Family and friends
- School grades
- The present moment
- Expectations about career and personal achievements
- Computers and games
- The need of consuming the best things constantly
- Their own health

c. According to doctor Nanavati, some ways of de-stressing are: managing what you can and taking time for yourself, _____, _____, take up _____, tai chi, _____ or _____; and don't forget to laugh.

d. Check the activities people should avoid when trying to de-stress (check 4 items).

- Exercise
- Eat sweet food
- Drink some wine after a long day of work
- Surf the Internet
- Smoke
- Focus only on what you can control

5. Have you ever tried any of the de-stressing activities mentioned in the video? If so, how did they work for you? Discuss with your group.

Read My Lips

1. Listen to the pronunciation of the words below and discuss the questions with a partner: does the suffix *-ed* have the same sound in the three words?

Stressed – Relieved – Avoided

(<https://bit.ly/36hwTix>) (<https://bit.ly/2FeNkk4>) (<https://bit.ly/2Fal7cW>)

2. Listen again and check the sounds the suffix *-ed* can have when it marks the past form of regular verbs (check 3 items).

- /ɛd/ as in *bed, bread* and *led*.
- /ɪd/ as in *did, kid* and *lid*.
- /t/ as in *past, left* and *attempt*.
- /d/ as in *word, bald* and *loud*.
- /ɛt/ as in *pet, sweat* and *debt*.

LANGUAGE TAB

The past simple tense and past participle of all regular verbs end in *-ed*. In addition, many adjectives are made from the past participle and so end in *-ed*. The question is, how do we pronounce the *-ed*? The answer is, in 3 ways: /ɪd/, /t/ and /d/. Pay attention to the table below:

If the base verb ends in one of these sounds		Base verb	Past forms	-ed sound	extra syllable?
/t/		<i>Want</i>	<i>Wanted</i>	/ɪd/	yes
/d/		<i>End</i>	<i>Ended</i>		
unvoiced	/p/	<i>Hope</i>	<i>Hoped</i>	/t/	no
	/f/	<i>Laugh</i>	<i>Laughed</i>		
	/s/	<i>Fax</i>	<i>Faxed</i>		
	/ʃ/	<i>Wash</i>	<i>Washed</i>		
	/tʃ/	<i>Watch</i>	<i>Watched</i>		
	/k/	<i>Like</i>	<i>Liked</i>		
voiced	all other sounds	<i>Play</i>	<i>Played</i>	/d/	
		<i>Allow</i>	<i>Allowed</i>		

		Beg	Begged		
--	--	-----	--------	--	--

*Note that it is the sound that is important, not the letter or spelling. For example, *fax* ends in the letter x but the sound /s/; like ends in the letter e but the sound /k/.

<https://bit.ly/2sGcrck>

3. In pairs, write "T", "D" or "ID" next to the verbs where the -ed has the sound /t/, /d/ or /ɪd/ respectively.

Dressed	Called	Jumped
Loved	Worked	Needed
Baked	Shifted	Washed

4. In pairs, write at least two more regular verbs in the past form where the -ed sound is pronounced:

/t/ as in <i>stressed</i>	/d/ as in <i>relieved</i>	/ɪd/ as in <i>avoided</i>

On the Tip of My Tongue

1. Discuss with a classmate other Dos and Don'ts for destressing and write them in the boxes.

Dos

- Exercise;
- Eat healthy food;
- Focus only on what you can control;
- _____;
- _____.

Don'ts

- Don't surf on the Internet too much;
- Don't drink alcohol as a tool to relieve stress;
- Don't eat as a tool to relieve stress;
- _____;
- _____.

2. Read the headlines of challenges faced by Millennials and discuss with your partner:

- a. Are you currently struggling with any of these challenges?
 b. What suggestions would you give to someone who is dealing with such problems?

A. Millennials are the largest generation at over 85-90 million people in the US, and are the most educated generation in history. However, 40% of unemployed workers are Millennials. – US Census Data

B. Average college debt for a Millennial is around \$33,000 with the median household income remaining the same since 1999. (PEW Research and USA Today college)

C. Millennials are having children at an average age of 30 with 47% of births to women in the Millennial generation being non-marital. (PEW Research)

3. Share your answers with your group.

4. Choose a headline presented in task 2 and role-play a conversation with a classmate according to the following instructions. When you finish, change roles.

Student A – Millennial in crisis

You are a Millennial, who is struggling with a serious issue. Tell your counselor about your problem and ask for some Dos and Don'ts to help you overcome it.

Student B – Millennials specialized counselor

You are a counselor specialized in Millennials' issues. Listen to a client's complaint and advise him/her by saying some Dos and Don'ts to help with his/her problem.

LANGUAGE PROMPTS	
How to report a problem	How to ask for advice
<i>I've been trying to... but I can't.</i>	<i>What can I do?</i>
How to show interest to what you listen	How to give advice
<i>I see...</i>	<i>I suggest that you...</i>

5. Share with your group the Dos and Don'ts you came up with as counselors in task 3.

Glasses On

1. Read the headlines and discuss the questions with a classmate:

- a. Do you have a good quality of sleep? Why?
- b. Does lack of sleep affect your mood? How?

The screenshot shows the top of a Huffington Post article. The header is dark blue with the 'LIFE' logo in white and red. To the right of the logo are 'Log In' and 'Join HuffPost Plus' buttons. Below the header, the text 'THE BLOG' is centered. The main title is 'Lack of Sleep and Stress -- a Vicious Cycle You Can Escape' in a large, bold, dark blue font. Below the title is a quote: 'When you sleep better, life's difficulties will seem a little less stressful than they otherwise would. Thus, you can use sleep to help manage stress.' At the bottom right of the article preview is a blue link: <https://bit.ly/2YisOdr1>

2. Match the words or expressions to their meanings.

- | | |
|---|---|
| a. Resting | <input type="checkbox"/> To prepare someone or something for the next stage |
| b. Cue | <input type="checkbox"/> To deal successfully with a difficult situation |
| c. A pick-me-up | <input type="checkbox"/> To cause something to start |
| d. To roll around
(of a time or event) | <input type="checkbox"/> A period of time in which you relax, do nothing or sleep |
| e. To throw open | <input type="checkbox"/> To happen |
| f. To prime | <input type="checkbox"/> Something that makes you feel better, often a drink |
| g. To trigger | <input type="checkbox"/> To open suddenly and wide |
| h. To cope | <input type="checkbox"/> A signal for someone to do something |

<https://bit.ly/2zfTy2z>

3. Read the guide on "How to Have a Good Night's Sleep" and match the tips to their appropriate headings.

- **Don't eat too much sugar and carb.**
- **Don't drink caffeine after noon.**
- **Get enough light during your day.**
- **Use your bed for sleep and sex only.**
- **Keep dinner light.**
- **Exercise for at least 30 minutes a day.**
- **Manage your stress.**

How to Have a Good Night's Sleep

Co-authored by **Luba Lee, FNP-BC, Medical Review Board**

Updated: July 13, 2019

Having trouble sleeping can leave you feeling physically and emotionally drained. Sleep is vital for living a healthy, happy life. Fortunately, good sleep may be within your reach! If you want a good night's sleep, it's very important that you make lifestyle changes to help you support healthy sleep and feel refreshed in the morning.

1. _____

Don't use your bed as a work or study space, as this will teach your brain to think about work or school while it's time for sleep. It's easier for your mind to calm down and go to sleep if you train it to associate your bed with resting.

2. _____

Starting your day out with a caffeinated drink is fine, but caffeine isn't your best option for an afternoon pick-me-up. That's because it stays in your system for hours after you drink it. By the time bedtime rolls around, you may not feel like the caffeine is still affecting you, but it could keep your mind awake. Opt for caffeine-free drinks after lunch.

3. _____

Whether that means going for your lunch in the park or just throwing open all the curtains, make sure your brain gets stimulated by enough daylight. The sun is a natural cue to your brain that it's time to wake up.

4. _____

Exercise can extend the number of hours that you sleep, as well as prime your body for deep sleep. Get a minimum of 30 minutes a day, which can be broken into smaller blocks of time if that's better for your schedule.

5. _____

Feeling either hungry or stuffed at bedtime can disrupt your sleep, so it's best to eat just enough to feel satisfied. Set your dinner time earlier in the evening, such as around 6:00 p.m. This will give your food time to settle before bedtime.

6. _____

Sugar and carbs can cause your blood sugar to peak and valley, which affects your energy and hunger levels. Additionally, they can trigger wakefulness, making it hard for you to fall and stay asleep.

7. _____

Unfortunately, stress is part of life, and it can make it hard for you to sleep well. Coping with stress can solve that problem. Luckily, there are several ways to relax. Here are a few easy options: do yoga, try a relaxing hobby, perform breathing exercises, color in an adult coloring book or app, go for a nature walk, take a hot bath, read, journal, see a therapist.

Adapted from: <https://bit.ly/2y6Z0BG>

4. Read the text again to decide if the sentences are true (T) or false (F):

- a. Changing some habits can help you have better night's sleep.
- b. The only activities we should do in bed are sleeping and planning the next day.
- c. It's okay to drink coffee before going to bed as long as it's decaffeinated.
- d. For a better night's sleep get enough sunlight during the day.
- e. Exercise at least half an hour straight a day to improve your sleep.
- f. It is better to go to sleep hungry than stuffed, so don't eat after 6pm.
- g. Sweet foods and drinks help calm down your nervous system.
- h. Stress can interfere in sleep quality, so it is necessary to solve whatever causes you stress.

5. Share with your group the strategies to avoid insomnia you used before.

Figuring Out

1. Read the sentences taken from previous tasks attentively and answer the questions.

Eat healthy food.

Don't eat too much sugar and carb.

Exercise for at least 30 minutes a day.

Don't drink alcohol to relieve stress.

2. The sentences above express:

- orders, instructions and tips.
- events that happen regularly.

3. To express orders, instructions and tips, it is common to use **The Imperative**. Observe the examples given in 1 and choose the alternative that corresponds to the composition of this verb tense.

The Imperative is formed by:

Affirmative Sentences:	<i>verb in the _____ (I) + complement</i>
Negative sentences:	<i>_____ (II) not (or _____ (III)) + verb in the _____ (IV) + complement</i>

- a. I. Simple Past; II. Did, III. didn't, IV. Simple Past
- b. I. Base form; II. Do, III. don't, IV. Base form
- c. I. Simple Present, II. Don't, III. don't, IV. Simple Present

4. Put the words in brackets into the gaps using The Imperative.

- a. _____ upstairs. (to go)
- b. _____ in this lake. (not/to swim)
- c. _____ your homework. (to do)
- d. _____ football in the yard. (not/to play)
- e. _____ your teeth. (to brush)
- f. _____ during the lesson. (not/to talk)
- g. _____ the animals in the zoo. (not/to feed)
- h. _____ the instructions. (to read)
- i. _____ late for school. (not/to be)
- j. _____ your cellphones. (to switch off)

5. Write at least five tips on how to have more quality of life using The Imperative.

Putting It Down

1. Choose one of the causes for stress and write as many words as you can about it below (do not exceed the lines).

- Unhealthy habits
- Social pressure
- Career anxiety

2. Now, using what you wrote in task 1, write a How-to guide of at least 6 tips to avoid these issues. Access the *WikiHow* website (www.wikihow.com) for further inspiration.

LANGUAGE TAB

How-to guides are example of Procedure Texts. These types of texts are used to give instructions on how to make or do things. Beginning with a statement of goal, they usually present a series of steps or instructions that start with a verb in The Imperative. Don't forget that there are other ways of giving suggestions and tips, besides using the Imperative; such as the modals "should" (You shouldn't smoke!) and "could" (You could study more!), why don't you, how about....

<https://bit.ly/2XtlPXj>

3. Let's spread our ideas! Follow your teacher instructions to post your text on *WikiHow* website. Then, comment on at least one of your classmates' posts. (Don't hesitate to ask your family and friends to check out the how-to guides – including yours – on *WikiHow.com*).

Wondering

1. Check the item that best represents your performance during this unit and justify your choice.



()



()



()



()



()

<https://bit.ly/36j6OzN>

My performance in this unit was _____ because _____

_____.

2. Which tasks did you most like to do? Why?

_____.

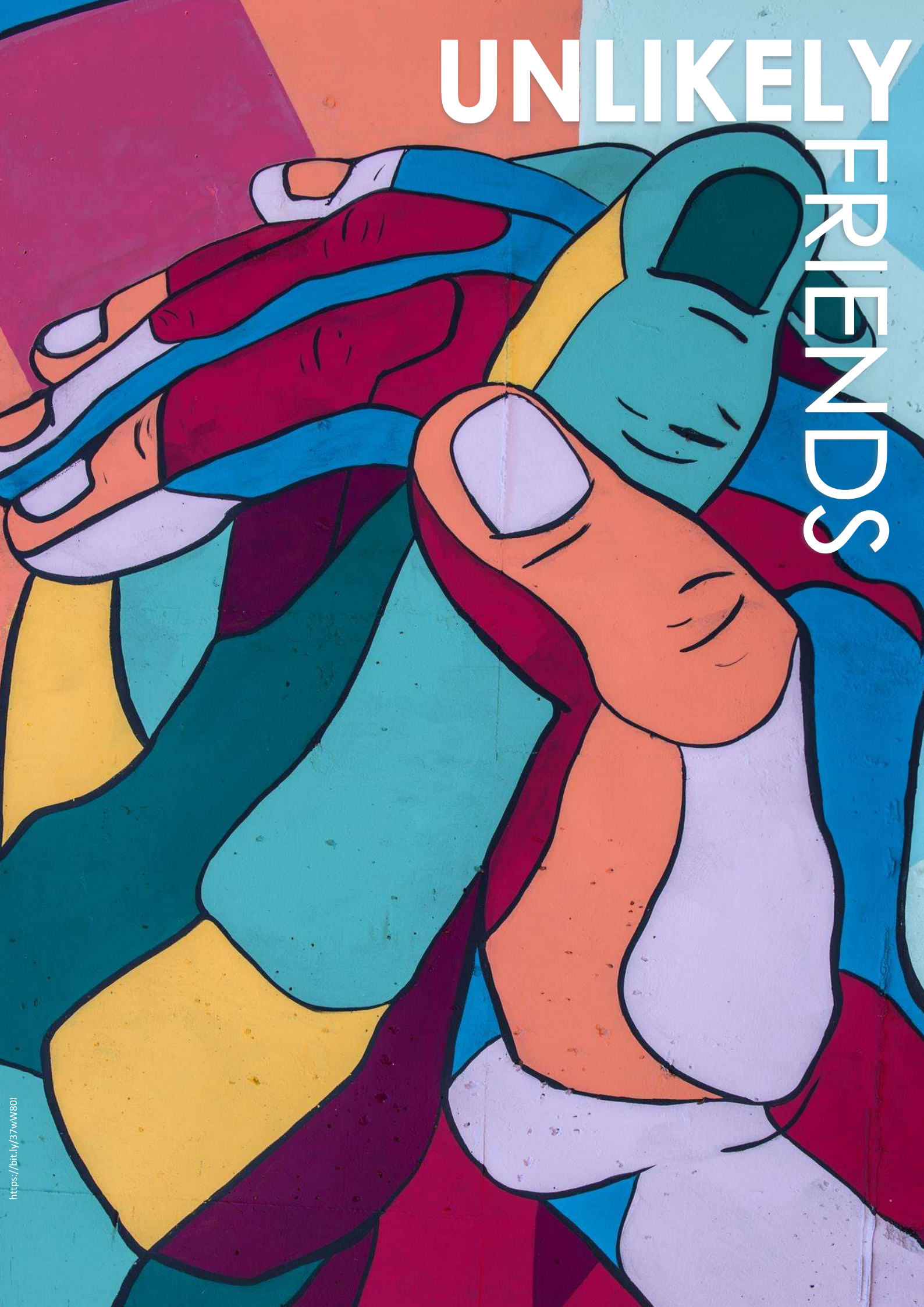
3. Which tasks did you least like to do? Why?

_____.

4. After studying this unit, I learned _____

_____.

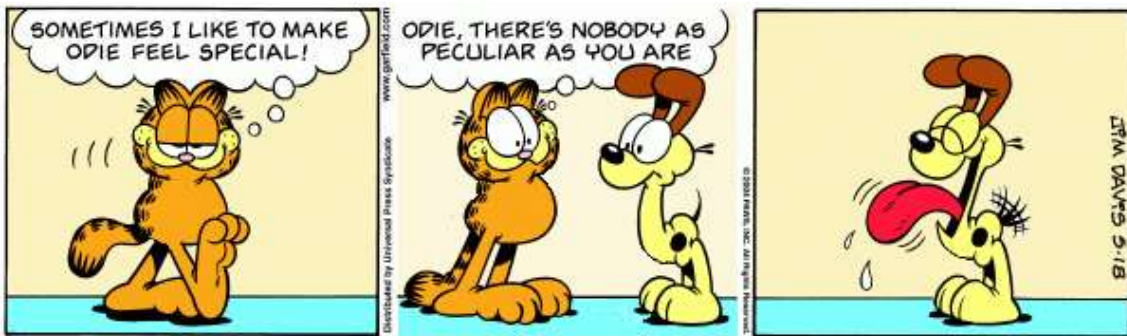
UNLIKELY FRIENDS



Stretching

1. Check out the comic strip and discuss the questions with a classmate:

- Why does Garfield call Odie "peculiar"?
- What do you think of Odie's response?



<https://bit.ly/2oKZFYf>

2. Share your ideas with your group.

3. Write "G" for Garfield's personality traits or "O" for Odie's. Add other items if you want.

- | | | | |
|--------------------------------------|-------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Sincere | <input type="checkbox"/> Reserved | <input type="checkbox"/> Kind | <input type="checkbox"/> Sociable |
| <input type="checkbox"/> Outgoing | <input type="checkbox"/> Aggressive | <input type="checkbox"/> Analytical | <input type="checkbox"/> Enthusiastic |
| <input type="checkbox"/> Indifferent | <input type="checkbox"/> Ironic | <input type="checkbox"/> Individualistic | <input type="checkbox"/> Introverted |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

4. Share your answers with your group and discuss:

Are you more similar to Garfield or Odie? Why?

Glasses On

1. Look at the pictures and discuss the questions with a classmate:

Do you think they can be friends? Why?



<https://bit.ly/39z5EIK> 1

2. Match the words to their synonyms.

- | | |
|--------------------|---------------------------------------|
| a. Unique | <input type="checkbox"/> To get there |
| b. Within | <input type="checkbox"/> Limits |
| c. To accomplish | <input type="checkbox"/> Only |
| d. Sole | <input type="checkbox"/> Go beyond |
| e. Boundary | <input type="checkbox"/> Exclusive |
| f. To pull deeper | <input type="checkbox"/> To connect |
| g. Buffered spaces | <input type="checkbox"/> Excitement |
| h. To overlap | <input type="checkbox"/> To discard |
| i. Spice | <input type="checkbox"/> Safe zone |
| j. To miss out | <input type="checkbox"/> In |

<https://bit.ly/2LtXcrj>

3. Read the comment of a forum entr e and choose the most appropriate title for it.

- Can people with very different personalities have a successful relationship?
- How can two almost completely different persons be good friends?
- How can people from different religions be friends?
- How can two people with a great age difference be friends?

Friendship Advice Friendship +2 ✎

?

Answer
 Follow · 15
 Request
 1

9 Answers



Karen Renee, a life & relationship mentor

Answered Dec 30, 2015



For anyone who sees the unique variations within everyone they meet as essential and valuable, most differences will be the key reasons the relationship exists at all. They connect because they interest each other and offer each other opportunities to experience life in ways they couldn't accomplish alone.

For those who hold their own experience and perspective as the sole definition of what is right or the boundary of what is possible in life, a relationship with someone different will inevitably end. I would say they lose something valuable in that moment, only they may never feel it as a loss.

A story of two very different people meeting can end or begin with their differences.

If I should, by chance, meet someone just like me (a clone, perhaps?) we'd pull each other deeper into our safely buffered spaces where no change or growth is likely to develop. The inevitable suffocation and loss of growth would be a terrible loss! We'd have to take off on separate adventures for a few years in order to become a constructive influence on each other.

I'm privileged because all my closest friends come from different cultures, belief systems, and social backgrounds. We overlap in some ways, and are significantly different in many others. I wouldn't give up the intellectual spice in their variety or the unusual experiences I've had because I know them. They are inspiring and amazing people, and I wouldn't miss out on knowing them for anything.

This is my best friend and I.



We're very different. She calls herself the night and tells me I'm the daylight, then says we always will meet at sunrise and sunset. Yet neither of us would ever wish to be without the other. We decided I can still get around those limits by reflecting off the moon, because it doesn't matter how different we are when we're together. I simply appreciate her.

Upvote · 5 Share



<https://bit.ly/35c5S01>

4. Read the text again to answer the questions below:

a. According to the author, what are the advantages of being friends with someone who is very different from you?

- This friend will excite you more and make you experience life in a different way.
 This friend will help you better with your life struggles and personal problems.

b. What does the author mean with “a story of two very different people meeting can end or begin with their differences”?

c. What does the author say that might happen if she met someone exactly like her? Why would this happen according to her?

- She would have to deal with someone who had the same weaknesses as her.
 She wouldn't grow in life at all since they would have the same qualities and flaws.

d. Why does the author think she is privileged for having friends who are different from her?

e. What does the author mean with “She calls herself the night and tells me I'm the daylight, then says we always will meet at sunrise and sunset”?

5. Discuss with your group about the author's opinion: “People with different personalities and backgrounds can be good friends”.

Do you agree with her? Why?

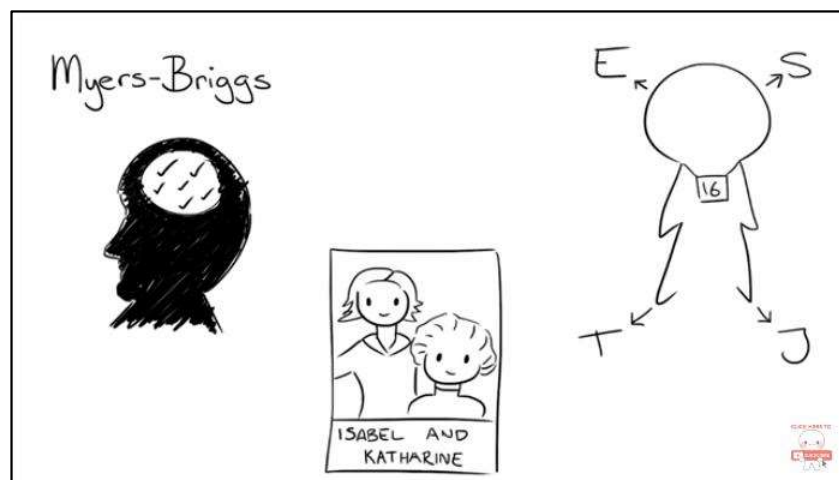
Ears to the Ground

1. What are you like? Write at least 4 personality traits in the spiderweb below:



2. Share your answers with group.

3. Watch the video and try to discover your personality type according to the Myers-Briggs Typology indicators.



<https://www.youtube.com/watch?v=M4YLO-2Tb2w>

Are you more **I**ntroverted or **E**xtroverted?

Are you more **iN**tuitive or **S**ensing?

Are you more **T**hinker or **F**eeler?

Are you more **J**udging or **P**erceiving?

4. Watch the video again to decide if the sentences are true (T) or false (F):

a. The Myers-Briggs test was based on Carl Jung's psychological types where individuals are categorized into 60 types.

- b. The acronyms that define each type show the way people perceives and relates to the world.
- c. Not every introvert is shy or reserved.
- d. Sensing people prefer to pay attention to their feelings.
- e. Intuitive types tend to get interested in reality than in new possibilities and ideas.
- f. Thinkers usually look for logical explanations and believe that being gentle is more important than telling the truth.
- g. Feeling types tend to consider personal opinions and other people's point of view before making a decision.
- h. Judging types are more organized than Perceiving types.
- i. Judging types are the play-before-work kind of people.
- j. Perceivers are adapters.

5. Check your answers with a classmate and correct the false statements together.

6. Share with your group your opinion about the Myers-Briggs Type Indicator:

- a. Do you believe in people's categorization like the MBTI? Why?
- b. Do you know any other people's categorization? What?

Read My Lips

1. Listen to the pronunciation of the word paying attention to the underlined part.

Personglity

(<https://bit.ly/2rNLkfi>)

2. Now, listen to the pronunciation of the words below paying attention to the underlined part and discuss the questions with a partner.

- a. Do the underlined parts have the same sound?
- b. How many different sounds could you listen to?

Dglity

(<https://bit.ly/2ZLTPEs>)

Bread

(<https://bit.ly/2QIOMrb>)

Bat

(<https://bit.ly/2MPHKbO>)

Have

(<https://bit.ly/2FfWVm>)

Bless

(<https://bit.ly/36iZZOJ>)

Nail

(<https://bit.ly/2SLEWjP>)

LANGUAGE TAB

For many English learners the sounds /ɛ/ and /æ/ can be difficult to distinguish. This is due to the fact that both sounds are quite similar and native speakers pronounce /æ/ in several different ways. The clearest difference is that /ɛ/ is spoken with a wider, more stretched mouth. You can make this clear by seeing how your mouth gets wider and wider as you go from /æ/ to /ɛ/ to /i:/.

<https://bit.ly/2QfTtTg>

- Go back to the table in task 2 and, with a partner, circle the words where the underlined part has the sound /æ/ as in *personality*.
- Do the same with the minimal pairs below. Then, practice the pronunciation of the words with a partner.

And (https://bit.ly/2ud1vUp)	End (https://bit.ly/2sHS9PV)
X (https://bit.ly/2MO8rxK)	Axe (https://bit.ly/2slDzaV)
Bed (https://bit.ly/2sHSn9J)	Bad (https://bit.ly/2QDISAp)
Pen (https://bit.ly/2rShDdc)	Pan (https://bit.ly/2ZHnFKa)
Said (https://bit.ly/39xlex8)	Sad (https://bit.ly/2MM6XUr)
Sat (https://bit.ly/39yi1ly)	Set (https://bit.ly/37vvSUL)

On the Tip of My Tongue

- Answer the questions below to discover your personality type. Were your predictions in task 3 of *Ears to the Ground* right?

What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

I
Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

N
Intuition

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

T
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

P
Perceiving

ISTJ
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

<https://en.wikipedia.org/wiki/Myers%E2%8>

2. As a class, choose one person to carry a survey in order to discover the most and least common personality types of your group. Also, discover if the participants agree or not with their personality description (don't forget to count yourself).

Personality type	Number of Sts.	Agree	Disagree
ISTJ			
ISFJ			
ISTP			
ISFP			
INFJ			
INTJ			
INFP			
INTP			

ESTP			
ESFP			
ESTJ			
ESFJ			
ENFP			
ENTP			
ENFJ			
ENTJ			

LANGUAGE PROMPTS	
How to ask about a test result	How to answer a survey
<i>What was your result?</i>	<i>I got...</i>
How to ask if the person agrees/ disagrees with a test result	How to say that you agree/ disagree with a test result
<i>Do you agree with your result?</i>	<i>I do, because...</i>

3. With your group, complete the chart below.

The most common personality type is _____.

The least common personality type is _____.

Most of the people () agrees/ () disagrees with their personality description.

4. Talk to a classmate and discuss the reasons he/she agrees or disagrees with his/her personality description. Share your opinion too.

5. Discuss with your group, justifying your answer, about personality types that, in your opinion:

- a. Match well with you.
- b. Don't match well with you.

Figuring Out

1. Read sentences taken from this lesson attentively and answer the questions.

- a. Human beings enjoy categorizing things.
- b. Thinkers prefer to make decisions logically.
- c. Do you defend thinking things through inside?
- d. Do you tend to work out ideas with others?
- e. Judging types love finding the flaws in an argument.
- f. Do you like to be in a fast-paced environment?
- g. Do you defend pleasing others and pointing out the best in people?
- h. Introverts don't enjoy being the center of attention.
- i. Sensing types tend to pay attention to the physical world around them.
- j. Intuitive types prefer working with the abstract.
- k. I love to have matters settled.
- l. Intuitive types like describing things in a figurative, poetic way?

2. Now pay attention to the underlined parts and choose the alternative that best categorizes them:

- they are verbs followed by other verbs
 they are verbs followed by a noun

3. When a **verb** is **followed by another verb** in English, it is usually in the Gerund (verb + -ing) or in the Infinitive (to + verb in the base form). Some verbs can be followed by verbs in both tenses, others can only be followed by verbs in one of the tenses. Observe the examples given in 1 and classify them in I, II or III, according to the definitions:

- I. Followed by Gerund and Infinitive
- II. Only followed by Gerund
- III. Only followed by Infinitive

4. Put the verbs in brackets into the gaps using the Gerund or the Infinitive appropriately.

- a. I prefer _____ my free time reading books and watching series. (spend)
- b. Most Brazilians love _____ in contact with people. (be)
- c. Her boss tends _____ her at least five times a day. (call)
- d. Everybody likes _____ a well-prepared dish. (have)
- e. The visitors don't enjoy _____ to this kind of music. (listen)
- f. My friends defend _____ social distancing amidst a Pandemic. (respect)

5. Write 6 facts about you using the verbs *like*, *love*, *enjoy*, *prefer*, *defend*, and *tend* followed by another verb:

Putting It Down

1. Discuss with your group reasons that can make people become friends.
2. Now, considering the discussion you had with your group, write a comment on the forum entrée presented in *Glasses On*: “How can two almost completely different persons be good friends?”. Don’t forget to mention your personal experience.

LANGUAGE TAB

Opinion comments on online forums are examples of discussion texts. This type of text has the purpose of giving different points of view about certain topic. Beginning with some background information leading to the issue, discussion texts usually present lists of arguments for and against, giving evidence for different points of view. Description and narration are common when giving evidences. Their conclusion might sum up both sides or recommend one point of view.

<https://bit.ly/2XtLPXj>

3. Let’s share our thoughts! Read a classmate’s text and with your teacher’s instructions, write a comment about it on the *Padlet* website.

Wondering

1. Check the item that best represents your performance during this unit and justify your choice.



()



()



()



()



()

<https://bit.ly/36j6OzN>

My performance in this unit was _____ because _____

_____.

2. Which tasks did you most like to do? Why?

_____.

3. Which tasks did you least like to do? Why?

_____.

4. After studying this unit, I learned _____

_____.

TEACHER’S GUIDE

This guide was made to support EFL / ESL English teachers taking full advantage of “New Moves”, a material made under the Communicative Language Teaching and Critical Literacy principles. For this reason, it is fundamental to know how each section works before start putting it in use. Check the chart below:

STRETCHING (LEAD-IN)	Students are introduced to the topic of the unit through warm-up activities. Along this section, the teacher will be able to check the students’ previous knowledge about the theme as well as motivate them to learn more about it.
EARS TO THE GROUND (LISTENING)	Students enhance their listening skills through activities that focus on their general and detailed oral comprehension. This section can bring activities to improve students’ vocabulary as a way of pre-teaching unknown words and expressions that will appear in the audio/video.
READ MY LIPS (PRONUNCIATION)	Students enhance their pronunciation skills through activities where they are able to learn and distinguish sounds that are potentially difficult to be reproduced.
GLASSES ON (READING)	Students enhance their reading skills through activities that focus on their general and detailed written comprehension. This section can bring activities to improve students’ vocabulary as a way of pre-teaching unknown words and expressions that will appear in the text.
ON THE TIP OF MY TONGUE (SPEAKING)	Students enhance their speaking skills through activities that promote real-life oral communicative situations.
PUTTING IT DOWN (WRITING)	Students enhance their writing skills through activities that promote real-life written communicative situations.
LANGUAGE TAB BOX	Students enhance their knowledge about certain aspects of the language such as textual genres, functional samples or pronunciation.
LANGUAGE PROMPTS BOX	Students learn samples of linguistic chunks that are commonly used in determined situations.
FIGURING OUT (GRAMMAR)	Students analyze and reflect about the structure and use of the language that is worked in the unit.
WONDERING (SELF-ASSESSMENT)	Student assess their own performance along the unit through questionnaires and journals activities.

UNIT 1 – STRESSED OUT GENERATION

STRETCHING

1. Students read the lyrics of “Stressed Out” by the American band Twenty-One Pilots and discuss with a classmate how it relates to stress.

✓ They should discuss about how stress affects adult life in contrast to how it affects childhood; or, they should discuss about how the current generation is feeling stressed.

2. Students share their ideas with their group.

3. Students check from the list the things that stress them the most and are encouraged to add other items.

4. Students share their answers with their group and explain the reasons the items they chose make them stressed.

If there is enough time, working with the full song can be a fun and enriching way of getting them more involved into the theme of the unit.

EARS TO THE GROUND

1. Students discuss and write with a classmate at least four words or expressions that are related to “Millennials”.

✓ They should discuss and write about terms that relate to Millennials (people who were born between the late 80s and the early 2000’s).

2. Students share their ideas with their group.

✓ Make a chart similar to the book on the board and complete it with their answers. Try to write answers from different pairs.

3. Students watch a News report about stress in Millennials and choose the best headline for it.

✓ *b. Millennials – The Most Stressed Out Generation.*

4. Students watch the video again in order to answer items a-d. Tell them that the items consist of option and written-answers questions.

✓ *a. Weight gain, fatigue, high blood pressure.*

✓ *b. Deadlines and responsibilities, expectations about career and personal achievements, the need of consuming the best things constantly.*

✓ *c. Eat well, exercise, yoga, Pilates, meditation.*

✓ *d. Eat sweet food, drink some wine after a long day of work, surf the Internet, smoke.*

5. Students share their experiences with the activities for stress relief mentioned in the video with their group.

READ MY LIPS

1. Students listen to the pronunciation of the words and discuss with a partner if the suffix *-ed* has the same sound in the three words.

✓ No, *-ed* is pronounced differently in each word (/t/, /d/ and /ɪd/).

2. Students listen again and check the sounds that the suffix *-ed* can have when it marks the past form of regular verbs.

✓ **/ɪd/** as in *did, kid* and *lid*.

✓ /t/ as in *past*, *left* and *attempt*.

✓ /d/ as in *word*, *bald* and *loud*.

LANGUAGE TAB

The past simple tense and past participle of all regular verbs end in *-ed*. In addition, many adjectives are made from the past participle and so end in *-ed*. The question is, how do we pronounce the *-ed*? The answer is, in 3 ways: /ɪd/, /t/ and /d/. Pay attention to the table below:

If the base verb ends in one of these sounds		Base verb	Past forms	-ed sound	extra syllable?
/t/		<i>Want</i>	<i>Wanted</i>	/ɪd/	yes
/d/		<i>End</i>	<i>Ended</i>		
unvoiced	/p/	<i>Hope</i>	<i>Hoped</i>	/t/	no
	/f/	<i>Laugh</i>	<i>Laughed</i>		
	/s/	<i>Fax</i>	<i>Faxed</i>		
	/ʃ/	<i>Wash</i>	<i>Washed</i>		
	/tʃ/	<i>Watch</i>	<i>Watched</i>		
	/k/	<i>Like</i>	<i>Liked</i>		
voiced	all other sounds	<i>Play</i>	<i>Played</i>	/d/	
		<i>Allow</i>	<i>Allowed</i>		
		<i>Beg</i>	<i>Begged</i>		

***Note that it is the sound that is important, not the letter or spelling. For example, *fax* ends in the letter x but the sound /s/; *like* ends in the letter e but the sound /k/.**

3. Students, in pairs, write “T”, “D” or “ID” next to the verbs where the *-ed* has the sound /t/, /d/ or /ɪd/ respectively.

- ✓ *Dressed T*
- ✓ *Loved D*
- ✓ *Baked T*
- ✓ *Called D*
- ✓ *Worked T*
- ✓ *Shifted ID*
- ✓ *Jumped T*
- ✓ *Needed ID*
- ✓ *Washed T*

4. Students, in pairs, write at least two more regular verbs in the past form where the *-ed* sound is pronounced /t/, /d/ or /ɪd/. **(EP, WAC)**

✓ They should respect the pronunciation rules, as presented in the Language Tab box:

Previous sound /t/ or /d/ → /ɪd/

Previous sound unvoiced → /t/

Previous sound voiced → /d/

ON THE TIP OF MY TONGUE

1. Students discuss with a classmate other Dos and Don'ts for destressing and write them in the boxes.

✓ They should discuss and write other ways of relieving stress besides the one presented in the video.

2. Students read the headlines of challenges faced by Millennials and discuss the questions with a partner.

✓ *a.* They should say if they are struggling with any of the presented problems.

✓ *b.* They should discuss about possible solutions for the problems.

3. *Students share their answers with their group.*

4. *Students choose a headline presented in task 2 and role-play a conversation with a classmate according to the instructions. When they finish, they should change roles.*

✓ *Student A – Millennial in crisis*

This student is supposed to play a Millennial, who is struggling with a serious issue. He/She should tell his/her partner (who plays a counselor) about his/her problem and ask for some Dos and Don'ts to help him/her overcome it.

✓ *Student B – Millennials specialized counselor*

This student is supposed to play a counselor specialized in Millennials' issues. He/She should listen to his/her partner (who plays the client) and advise him/her providing some Dos and Don'ts to help with his/her problem.

LANGUAGE PROMPTS

How to report a problem

I've been trying to... but I can't.

How to ask for advice

What can I do?

How to show interest to what you listen

I see...

How to give advice

I suggest that you...

If there is enough time, encourage the pairs who feel comfortable to present their acting to the whole group.

5. Students share with their group some of the Dos and Don'ts they came up with when roleplaying counselors in task 3.

GLASSES ON

1. Students read the headlines and discuss the questions with a classmate.

- ✓ a. They are supposed to talk about their quality of sleep.
- ✓ b. They are supposed to talk about how their sleep affect their mood.

2. Students match the words or expressions to their meanings.

✓

<i>a. Resting</i>	<i>A period of time in which you relax, do nothing or sleep.</i>
<i>b. Cue</i>	<i>A signal for someone to do something</i>
<i>c. A pick-me-up</i>	<i>Something that makes you feel better, often a drink</i>
<i>d. To roll around (of a time or event)</i>	<i>To happen</i>
<i>e. To throw open</i>	<i>To open suddenly and wide</i>
<i>f. To prime</i>	<i>To prepare someone or something for the next stage</i>
<i>g. To trigger</i>	<i>To cause something to start</i>
<i>h. To cope</i>	<i>To deal successfully with a difficult situation</i>

3. Students read the guide on “How to Have a Good Night’s Sleep” and match the tips to their appropriate headings.

- ✓ 1. Use your bed for sleep and sex only.
- ✓ 2. Don't drink caffeine after noon.
- ✓ 3. get enough light during your day.
- ✓ 4. Exercise for at least 30 minutes a day.
- ✓ 5. Keep dinner light.
- ✓ 6. Don't eat too much sugar and carb.
- ✓ 7. Manage your stress.

4. Students read the text again to decide if the sentences are true (T) or false (F).

- ✓ a. (T)
- ✓ b. (F)
- ✓ c. (T)
- ✓ d. (T)
- ✓ e. (F)
- ✓ f. (F)
- ✓ g. (F)
- ✓ h. (T)

5. Students share the strategies they use to avoid insomnia with their group.

FIGURING OUT

1. Students read the sentences taken from previous tasks attentively and answer the questions.

2. Students check the option that best expresses the meanings of the sentences.
✓ *orders or instructions.*
3. Students choose the alternative that corresponds to the composition of The Imperative tense.
✓ *b. I. Base form; II. Do, III. don't, IV. Base form*
4. Students complete sentences with the verbs in bracket using The Imperative.
 - a. Go upstairs.
 - b. Don't swim in this lake.
 - c. Do your homework.
 - d. Don't play football in the yard.
 - e. Brush your teeth.
 - f. Don't talk during the lesson.
 - g. Don't feed the animals in the zoo.
 - h. Read the instructions.
 - i. Don't be late for school.
 - j. Switch off your cellphones.
5. Students give five tips on how to have more quality of life using The Imperative.

PUTTING IT DOWN

1. Students choose one of the causes for stress and write as many words as they can about it in two lines.
2. Using what you wrote in task 1, students write a How-to guide of at least 6 tips to avoid these issues. They can access the *WikiHow* website (www.wikihow.com) for further inspiration.

LANGUAGE TAB

How-to guides are example of Procedure Texts. These types of texts are used to give instructions on how to make or do things. Beginning with a statement of goal, they usually present a series of steps or instructions that start with a verb in the Imperative. Don't forget that there are other ways of giving suggestions and tips, besides using the Imperative; such as the modals "should" (You shouldn't smoke!) and "could" (You could study more!), why don't you, how about....

3. Students post their texts on *WikiHow* website. Then, comment on at least one of your classmates' posts.

If possible, show them the WikiHow website before having them doing the task. You can ask them to explore it and find good How-to guides to share with their classmates.

WONDERING

1. Students check the item that best represents their performance during this unit and justify their choices.

✓ Make sure that they reflect about their performance at the whole unit and not just judge themselves by isolated parts.

2. Students write the task they most like to do in the unit and justify their answers.

3. Students write the tasks the least like to do in the unit and justify their answers.

4. Students reflect and complete the sentence about the things they learned in the unit.

UNIT 2 – DIFFERENT PERSONALITIES

STRETCHING

1. Students check out the comic strip and discuss the questions with a classmate.

✓ a. He calls Odie peculiar as a way of sarcastically insulting him. By calling him peculiar he means that Odie is actually weird.

✓ b. Odie doesn't understand or get what Garfield meant for real because he reacts positively.

2. Students share their ideas with their group.

3. Students write "G" for Garfield's personality traits or "O" for Odie's and are encouraged to add other items.

✓ *Possible answers:*

<input type="checkbox"/> Sincere O	<input type="checkbox"/> Reserved G/O	<input type="checkbox"/> Kind O	<input type="checkbox"/> Sociable O
<input type="checkbox"/> Outgoing G/O	<input type="checkbox"/> Aggressive G	<input type="checkbox"/> Analytical G	<input type="checkbox"/> Enthusiastic O
<input type="checkbox"/> Indifferent G/O	<input type="checkbox"/> Ironic G	<input type="checkbox"/> Individualistic G	<input type="checkbox"/> Introverted G/O

4. Students share their answers with their group and discuss if they are more similar to Garfield or Odie and explain why.

GLASSES ON

1. Students look at the pictures and discuss the questions with a classmate.

They should discuss about how different the people are and whether if they agree or disagree that people with differences can be friends:

✓ a. Open answer.

✓ b. Open answer.

2. Students match the words with their synonyms.

✓

Unique	(c.) To get there
Within	(e.) Limits

To accomplish	(d.) Only
Sole	(f.) Go beyond
Boundary	(a.) Exclusive
To pull deeper	(h.) To connect
Buffered spaces	(i.) Excitement
To overlap	(j.) To discard
Spice	(g.) Safe zone
To miss out	(b.) In

3. Students read the comment of a forum entr e and choose the most appropriate title for it.
 ✓ *b. How can two almost completely different persons be good friends?*

4. Students read the text again to answer the questions below from a-f. Tell them that the items consist of alternatives and written-answer questions.

✓ *a. This friend will excite you more and make you experience life in a different way.*

✓ *b. They should answer something like this: When people who are too different meet, they can whether become great friends or don't develop any deeper relationship at all.*

✓ *c. She wouldn't grow or improve.*

✓ *d. They should answer something like this: Because they not only connect to each other, but also complete each other. Their intellectual differences cause them to live usual experiences.*

✓ *e. They should answer something like this: Because despite being really different from each other, almost opposites, they will always connect somehow.*

✓ *f. Open answer.*

5. Students discuss with their group about the author's opinion on people with different personalities and backgrounds being good friends and say if they agree.

EARS TO THE GROUND

1. Students write at least 4 personality traits to describe themselves in the chart.

2. Students share their answers with their group.

3. Students watch the video and try to discover their personality types according to the Myers-Briggs Typology indicators.

4. Students watch the video again to decide if the sentences are true (T) or false (F).

✓ *a. (F)*

✓ *b. (T)*

✓ *c. (T)*

✓ *d. (F)*

✓ *e. (F)*

✓ *f. (F)*

✓ *g. (T)*

✓ *h. (T)*

✓ *i. (F)*

✓ *j. (T)*

5. Students check their answers with a classmate and correct the false statements together.
6. Students share with their group their opinion about the Myers-Briggs Type Indicator, as well as other categorizations.

ON THE TIP OF MY TONGUE

1. Students listen to the pronunciation of the word paying attention to the underlined part.
2. Students listen to the pronunciation of the words paying attention to the underlined part and discuss the questions with a partner.
 - ✓ *No, they don't have the same sound.*
 - ✓ *2 different sounds.*

LANGUAGE TAB

For many English learners the sounds /ɛ/ and /æ/ can be difficult to distinguish. This is due to the fact that both sounds are quite similar and native speakers pronounce /æ/ in several different ways. The clearest difference is that /ɛ/ is spoken with a wider, more stretched mouth. You can make this clear by seeing how your mouth gets wider and wider as you go from /æ/ to /ɛ/ to /i:/.

3. Students go back to the table in task 2 and, with a partner, circle the words where the underlined part has the sound /æ/ as in *personality*.
 - ✓ *Duaity, Bat, Have.*
4. Students do the same with the minimal pairs below. Then, they should practice the pronunciation of the words with a partner.
 - ✓ *And, Axe, Bad, Pan, Sad, Sat.*

ON THE TIP OF MY TONGUE

1. Students answer the questions to discover their personality type and guess if their predictions in task 3 of *Ears to the Ground* were right.
2. Students discover the most and least common personality types of their group by carrying a survey on it. They should also discover if their classmates agree or not with their personality description.

LANGUAGE PROMPTS

How to ask about a test result

What was your result?

How to answer a survey

I got...

**How to ask if the person agrees /
disagrees with a test result**

Do you agree with your result?

How to say that you agree / disagree
with a test result

I do, because...

3. Students compare their findings with their group's and together complete the chart.

✓ *Open answer.*

4. Students talk to a classmate and discuss the reasons he/she agrees or disagrees with his/her personality description and share their opinion.

5. Students discuss with their group, justifying their answer, about personality types that, in their opinion match with them and don't match with them.

FIGURING OUT

1. Students read sentences taken from the lesson to answer the questions.

- a. Human beings enjoy categorizing things.
- b. Thinkers prefer to make decisions logically.
- c. Do you defend thinking things through inside?
- d. Do you tend to work out ideas with others?
- e. Judging types love finding the flaws in an argument.
- f. Do you like to be in a fast-paced environment?
- g. Do you defend pleasing others and pointing out the best in people?
- h. Introverts don't enjoy being the center of attention.
- i. Sensing types tend to pay attention to the physical world around them.
- j. Intuitive types prefer working with the abstract.
- k. I love to have matters settled.
- l. Intuitive types like describing things in a figurative, poetic way?

2. Paying attention to the underlined parts, students choose the alternative that best categorizes them:

✓ they are verbs followed by other verbs

3. Students classify verbs in task 1 as verbs: I. Followed by Gerund and Infinitive; II. Only followed by Gerund; III. Only followed by Infinitive:

- a. II
- b. I
- c. II
- d. III
- e. I

- f. I
- g. II
- h. II
- i. III
- j. I
- k. I
- l. I

4. Students put the verbs in brackets into the gaps using the Gerund or the Infinitive appropriately.

- a. I prefer SPENDING/TO SPEND my free time reading books and watching series. (spend)
- b. Most Brazilians love BEING/TO BE in contact with people. (be)
- c. Her boss tends TO CALL her at least five times a day. (call)
- d. Everybody likes HAVING/TO HAVE a well-prepared dish. (have)
- e. The visitors don't enjoy LISTENING to this kind of music. (listen)
- f. My friends defend RESPECTING/TO RESPECT social distancing amidst a Pandemic. (respect)

5. Students write facts about them using the verbs like, love, enjoy, prefer, defend, and tend followed by another verb.

PUTTING IT DOWN

1. Students discuss with their group reasons that can make people become friends. Make a list of words on the board.
2. Considering the discussion they had with their group, students write a comment on the forum entrée presented in *Glasses On*: "How can two almost completely different persons be good friends?". They should mention personal experiences.

LANGUAGE TAB

Opinion comments on online forums are examples of discussion texts. This type of text has the purpose of giving different points of view about certain topic. Beginning with some background information leading to the issue, discussion texts usually present lists of arguments for and against, giving evidence for different points of view. Description and narration are common when giving evidences. Their conclusion might sum up both sides or recommend one point of view.

3. Students read a classmate's text and, with the teacher's instructions, write a comment about it on the *Padlet* website.

If possible, show them the forum website before having them doing the task. You can ask them to explore it and find good forum questions and responses to share with their classmates.

WONDERING

1. Students check the item that best represents their performance during this unit and justify their choices.
 - ✓ Make sure that they reflect about their performance at the whole unit and not just judge themselves by isolated parts.
2. Students write the task they most like to do in the unit and justify their answers.
3. Students write the tasks the least like to do in the unit and justify their answers.
4. Students reflect and complete the sentence about the things they learned in the unit.

RATIONALE

“New Moves” is a tentative didactic material for the teaching of English as a Foreign Language aimed at adults who are leveled as B1 learners (CEFR) in the context of language institutes. It was designed in the lights of Communicative Language Teaching (CLT) and Critical Literacy (CL) principles and structured following a task-based model.

Considering that this material follows a task-based model, all the activities are tasks, which according to Willis (1995, n.p.) are “goal-oriented activities in which learners use language to achieve a real outcome”. Different of other types of activities, the main goal of tasks is to promote meaning-oriented interaction between learners (WILLIS, 1995).

All the sections in “New Moves” follow a cycle consisted of pre-task, task and post task (that will be explained next). This guarantees that learners make a smoother transition from more private to more public use of the language, preparing them to use it with more confidence and naturality (WILLIS, 1995).

The pre-task phase introduces the task, helping students understand the objectives and topics behind it (Willis, 1995). Some examples of pre-task activities found in this material are: *brainstorming words and expressions related to the term “Millennials”*, and, *sharing opinions about whether the people in the picture can be friends or not*.

The task phase is the moment when students have the chance to use the target language to express themselves for a set communicative purpose. It is usually done in pairs or small groups instead of as a class, since, as stated before, more private interactions promote a better building of confidence than more expository ones at a first moment.

It is important to say that the interactions along the tasks are supposed to be spontaneous and exploratory for students within the privacy of the groups. This means that teachers should monitor and encourage students’ efforts in using the target language to communicate without intervening unless they are asked to do so (WILLIS, 1995). Some examples of this task stage in the material are: *role-playing a conversation with your classmate by asking for/ giving advice on some given issue*, and, *listening to an audio to try to discover what is your personality type*.

The post-task phase includes students reporting the outcomes of the task to the whole group (some post-tasks in “New Moves” are meant to be done in pairs or small groups though). At this point, students can count with the teacher’s help by listening to suggestions of more appropriate language utterances. Nevertheless, teachers should make observations in a way that

students do not have their inaccuracies exposed, since such attitude could frustrate the student, thus, harm the learning process (WILLYS, 1995). It is also expected that in this phase students feel more confident to make use of the language, since they have already made use of the same language utterances in the previous stages. Some examples of post-tasks in “New Moves” are: *sharing with the groups strategies you used for de-stressing*, and, *discussing with your group about the author’s opinion on friendship among different people*.

The task-based approach is commonly found in Communicative Language Teaching due to their consonant principles and ideas. Moreover, it was decided to develop this material in the lights of the Communicative Language Teaching because it is claimed to be “one of the best-known methods for teaching English as a Foreign Language (EFL) around the world” (MATTOS and VALÉRIO, p. 313, 2018).

In CLT, learning a new language is understood as more than just the action of learning it for the sake of acquiring linguistic knowledge. Instead, it is seen as the process of developing the ability to master the target language for different communicative purposes. Therefore, the focus of CLT, different of other methods, is not (only) the foreign language, which is, the final product; but also, in the process of using it as a tool to communicate. (NUNAN, 1989).

In addition, this material is rooted in Critical Literacy theories because we agree that students need not only to be literate in a particular language, but also to use this language as a tool to assume a more active role in society, challenging power relations and making social change (MATTOS, 2012).

Furthermore, CLT and CL share many aspects and complement each other in many ways. According to Mattos and Valério (2018), the shared principles between both approaches are: the central role of the learner, the recognition of linguistic and cultural diversity, working with different textual genres, working with materials that are authentic and multimodal, and promoting language awareness. All these aspects can be found in “New Moves” as it will be explained next.

First, the role of the learner is of a protagonist - all the tasks require some level of activeness from their performers, such as: *discussing about the meaning of a song lyrics*; or, *taking a test to discover their personality type, then sharing their opinion about the result*.

Linguistic and cultural diversity can be observed within this material. The topics presented in both units bring the possibility to put students in contact with a diversity of social groups and linguistic communities. Some good examples of this aspect are: *the video where students get to reflect more about Millennials’ characteristics and struggles* and, *the text of a*

forum entrée where a girl writes about the advantages of having friends from different personalities and backgrounds.

All textual elements are also authentic and of different genres, which promotes more contact with heterogenic social and linguistic contexts. Multimodality is another aspect to be observed, since the textual elements in “New Moves” include from *News Reports* to *Forum Entrees*. Therefore, students are provided with the chance of perceiving and learning how the target language is used in real, diverse and multimodal platforms.

Finally, this material promotes language awareness especially by the way that grammar is approached: inductively. Commonly found in recent CLT practices, inductive grammar teaching has students acquiring the grammar rules and structures of a particular language by being exposed to language samples that show a specific pattern. Thus, the grammar is elicited from the learners after they have been put into contact with it and used it (THORNBURY, 1999). According to Zhou Ke (2008) teaching grammar inductively can be considered the most advantageous approach because it makes students become aware of the subconscious knowledge of grammar that they already have; it causes them to be more involved in the process of learning grammatical pieces, since they are supposed to understand and formulate the grammatical rules by themselves; and, it is a simpler and more natural way of learning a language system.

THE UNITS

As it was mentioned previously, this material is aimed at adults who are identified as B1 English learners regarding the CEFR. The audience was chosen especially considering the topics of the units: *stress* and *diversity*. We believe that such themes relate better to this age group than others because they have probably had experience with that. These themes were defined from the written and aural textual elements that compose the units.

We first established the grammatical aspects and communicative functions we would like to work with in the units; then, we started searching for texts that included such aspects and functions, as long as they were authentic, critical, multimodal, and of different genres. After that, the rest of the unit was designed following the main topic in a way that the tasks connected to each other.

It is essential to highlight that as any material that embraces the Communicative Approach, every unit in “New Moves” contemplates the four abilities of the language: speaking,

listening, writing and reading. As Richards and Rodgers (2001) assert, any CLT approach should, besides having communication as the main goal of the class, create opportunities for the development of the four language skills (RICHARDS e RODGERS, 2001).

Consequently, we designed a section for each skill as it follows: *Ears to the Ground* (listening), *On the Tip of My Tongue* and *Read My Lips* (speaking), *Glasses On* (reading) and *Putting It Down* (writing); besides these sections, we also made a section for Lead-in (*Stretching*), Grammar (*Figuring Out*) and Self-assessment (*Wondering*).

LISTENING

Listening comprehension is an important ability to acquire when learning an additional language. According to Rost (1994 apud Nunan 2001), besides providing input for the learner, listening comprehension tasks can also be a means of interaction between learners and native speakers and such interaction can challenge language students to understand how the language is used in the real world (especially if the aural text is authentic, as in this material). Furthermore, aural texts can also be a great source of presenting new forms of the language, such as vocabulary, grammar, patterns, etc.

In “New Moves”, all texts are authentic, as it was stated, they serve as a platform where new utterances of the language are presented. The listening tasks in this material follow a top-down model, as it is common in CLT. According to Nunan (2001) this model defends the idea that the listener reconstructs the original meaning of the message by using the knowledge he/she already has to make sense of what was heard. Contrary to the bottom-up view of listening comprehension, the top-down model argues that language learners do not decode a message understanding it word by word; instead, they connect the listened pieces of information to their linguistic, cultural and world background knowledge (NUNAN, 2001).

The listening section of this material also promotes different listening strategies to its users, since students are supposed to listen to the same text for different purposes – listening for the gist and for specific information – which Nunan affirms to be an important aspect in listening tasks (NUNAN, 2001).

SPEAKING

Speaking has been once secondary in second language teaching – the attention to the language to be learned was mostly towards writing. Only after the advent of World War II, with the increasing demand for people to communicate orally in other languages, speaking started to be recognized as a vital competence to be developed (NASSAJI AND FOTOS, 2011). Differently of writing, “speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time” (BURNS, 2012, p. 166). For that reason, it is a quite complex skill to learn or to teach. Most of EFL students complain about being able to have a good performance in other language skills, however, failing in speaking. This is due to the fact that, like the other language competences, speaking needs to be structurally taught (BURNS, 2012).

Burns (2012) proposes a seven-stage model for good teaching of speaking, in which we got inspired to design the speaking tasks in this material; however, “New Moves” does not follow the model in full. One of the adopted items proposed by Burns (2012) is *providing input and/or guide planning*. This means that learners should always be provided with some support before speaking tasks, such as introduction of new vocabulary, activation of background knowledge and recycling of specific language patterns, so on. We can understand this support as a pre-task.

Another aspect taken from Burns’s model is *conducting speaking tasks*. It means that learners should be provided “with a context where they can practice speaking through a communicative task [...] without having to pay attention to accuracy of form” (BURNS, 2012, p. 174). We can observe that in all the speaking tasks within this material, as it is also in accordance to CLT and CL approaches.

As post-task activities for speaking, this material always encourages students to draw their conclusions about what they discussed or even take the discussions they had in smaller groups to a greater level. As it was mentioned previously in this paper, making this movement of having students exposing themselves from smaller audiences to bigger ones is the best way to help them achieve fluency in the language, especially considering the difficulties most students have in performing speaking.

Concluding, it is important to say that this book adopts a top-down view of speaking processing. Therefore, students are encouraged to use language utterances in meaningful contexts, “taking part in discourse, and through discourse” in order to master the language specificities. (NUNAN, p. 32, 1989)

PRONUNCIATION

Pronunciation should not be taught as a way of teaching foreign learners speak like natives – without any marks of their mother tongue – simply because this is an unreachable goal. The background knowledge that we have in our mother tongue will never equal itself to the knowledge we acquire in an additional language (CRISTÓFARO, 2007).

However, it is an important aspect of the speaking skill because it prevents learners from having problems with communication. Instead of worrying about the accuracy of every sounds, students should study the pronunciation of the language with the intention of minimizing possible misunderstandings that a pronunciation which is too far from the native patterns can cause (CRISTÓFARO, 2007).

Two of the most common mistakes in English pronunciation (especially for Brazilian learners) are the ones presented in this material: the *-ed* sound that indicate past forms of regular verbs, and the /æ/ sound, such as in “have”, an inexistent sound in Brazilian Portuguese phonetics. We decided to work with both sounds because besides being obstacles for Brazilian speakers of English, they can also be found in the aural texts of their respective units.

Just like the other sections, the pronunciation section also follows a task cycle, containing pre-task – where students first get in contact with the target sound; task – where students should learn to distinguish the sound from similar ones; and the post-task – where students are motivated to use the target sound and differ it from their similar ones.

READING

Besides being said that both bottom-up and top-down approaches for decoding a language are important when developing listening and speaking skills, we can say that the reading section in “New Moves” follows mostly a top-down approach. We designed the reading section in the lights of the schema theory that affirms that “reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes” (NUNAN, 1989, p. 33).

Having this in mind, in both reading sections of this material, there are pre-task activities with the objective of activating learners background knowledge about the topic of the text, being it personal or linguistic.

We also designed activities that will require from learners to use different reading strategies, since, reading purpose sets the strategies that the reader will use (NUNAN, 1989). Therefore, language learners should be provided with the chance of using different reading strategies. Working with distinct and multimodal genres, besides providing learners with the opportunity of developing their critical literacy, also allow them to enhance their reading strategies.

It is relevant to say that in both reading sections we chose to follow the idea of minor to macro, presented by the task-based approach. So, first it is required from students to read the texts with the purpose of understanding broader information, having them developing their reading for the gist skill; and only then, having them reading with the purpose of understanding detailed information.

WRITING

The process approach view is the one we adopted to elaborate this material in what concerns writing. We can compare it to the top-down view of listening and reading, since both sees the act of developing determined abilities of the language as a process that demands attention from higher to lower aspects.

In opposition to the product approach (that focuses on the final product, which means, the text itself), the process approach, as the term already says, focuses on the process and understands that writing “evolves through several stages as writers discover, through the process, what is that they are trying to say” (NUNAN, 1989, p. 36).

Seow (2002) asserts that to master the skill of writing, students need to be systematically guided through the stages involved in the writing process, which are: planning, drafting, responding and editing. It is essential to clarify that such stages are not sequential or orderly. Therefore, during the act of writing, students can go from one stage to other as much as they need. Considering the given characteristics of process approach, we attempted to create a material that provided teachers with the opportunity to work with such in a proper way.

Regarding the planning stage, Seow (2002) claims that it is the moment for learners to do any activity that stimulate their writing. In his words, this stage “moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing” (Seow, 2002, 316). Taking this into account, we decided to put the writing sections in the end of the units, addressing to all the preceding sections the attributes of the planning stage.

In addition to that, in the writing section itself, students are able to prepare for the exercise of writing through tasks that motivate them to recycle relevant terms and ideas covered previously in the unit. These activities were inspired by the suggestion given by Seow (2002), such as *rapid free writing* (unit 1) and *group brainstorming* (unit 2).

Learners also have the chance of familiarizing with the textual genre they are supposed to write. Information about the genre and textual type is given in the Language Tab Box.

We also thought it would be convenient to set the grammar section preliminary to writing. Even though the grammatical element to be worked with in the units is present all over it, activating students' awareness on such aspect just before the moment they are supposed to produce written texts definitely serves as a facilitator for them.

The stage of drafting refers to the writing itself. At this point, students must feel less anxious about the writing act due to the preparation they had. Learners should not be worried about grammar, genre aspects or accuracy of the text when drafting. However, they can easily do that along with drafting, interrupting it whenever it is need to edit the text (Seow, 2002). During this stage it is advisable for teachers to make themselves available to help students whenever they need. Walking around the class, in a manner that students do not feel pressured, can be a good way for doing that. Giving oral feedback when learners ask for assistance is, along with formal correction of the text, part of the responding stage.

In this material, the correction of students' compositions is encouraged to be done in several forms as long as is it feasible. Thus, traditional ways of correction are as valid as alternative ones.

Finally, we designed tasks that correspond to what Seow (2002) calls the post-writing stage. In both units, students get in charge of using their compositions for a determined purpose – in unit 1, for example, they are expected to publish their *how-to guides* on a website. This is of a great addition when developing writing skill because it motivates the leaning process, since students get able to see their production being used in real world with a real purpose.

SELF-ASSESSMENT

It is indispensable to mention the self-assessment section in “New Moves” and the reasons we decided to design it. According to Brown (2004), alternative assessments, such as self-assessment, are extremely beneficial for the learning process since it promotes “direct involvement of students with their own destiny, the encouragement of autonomy, and increased

motivation because of their self-involvement” (Brown, 2004, p. 270). With that in mind, at the end of both units we decided to give students the opportunity to think about their own performance, their feeling towards the tasks, and their outcomes.

Brown (2004) categorizes self- and peer-assessment into five distinct types that should be applied in accordance to the learning context. Thus, we decided to elaborate the self-assessment section in the lights of what Brown (?) calls *indirect assessment of [general] competence* and *socioaffective assessment*.

The first focuses on the reflection of general abilities, and, therefore, can be better used at the end of a longer lesson or course. We thought it would be more feasible having students going through the process of formally self-assessing at the end of the unit because it can spare time (which is something that language institutes courses lack) for dedication of other linguistic competences and also because it can work as a good closing for a lesson of longer length.

Socioaffective assessment, on the other hand, will focus on the affective factors that interferes in the learning process (Brown, 2004). As CL is part of the foundation of this material, and considering the holistic and social principles behind it, we came with the conclusion that having questions that inspire students to talk about their feelings on performing tasks is, beyond of a great tool for teachers to have a finer perspective of their clients, an empowering act that can help students with low self-esteem to see themselves as humans who have emotions that can affect their language acquisition process.

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