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IT IS GOOD TO LEARN
MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS

Belo Horizonte / MG

2020

LOHRANY ARIEL DOS SANTOS

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Trabalho de conclusão apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG sendo um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Professora orientadora: Dra. Ana Larissa Adorno Marciotto Oliveira.

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

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Lohrany Ariel dos Santos

Às __07.55__ horas do dia 06 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: It's good to learn, 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, 06 de agosto de 2020.

Marisa Mendonça Carneiro

Raquel Rossini Martins Cardoso

Marisa M. Carneiro
Profa. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

RESUMO

It is good to learn é um material desenvolvido para propostas de ensino. Ele foi projetado para ser utilizado por alunos adolescentes de nível B1, de acordo com o parâmetro internacional medido pelo Quadro Europeu Comum de Referência para as Línguas (CEFR) e foi planejado com base na abordagem CLT (Communication Language Teaching), no qual o foco está na comunicação significativa. O presente trabalho apresenta duas unidades desenvolvidas para engajar os alunos na comunicação e permitir conversas e interação entre alunos e professor através das seções.

Palavras-chave: Material Didático Para o Ensino de Inglês; Hora da pipoca; Voz Passiva; Ao redor do mundo; Adjetivos Superlativos.

ABSTRACT

It is good to learn is a material developed to teaching proposes. It was designed to be used by teenage students on level B1, according to the international parameter measured by the Common European Framework of Reference for Languages (CEFR). It was planned based on the CLT approach (Communication Language Teaching), in which the focus is on meaningful communication. The present work brings forward two units developed to engage students to communicate and allow conversations and interaction between students and teacher through the sections.

Key-words: Didactic Material for ESL Teaching; Popcorn Time; Passive voice; Around the World; Superlative adjectives.

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INTRODUCTION

The ideas for the units came when I was thinking about kinds of themes that the students I am currently teaching might have interesting, fun stuff that they do on their free time for example. Knowing that they are teenagers, I thought in hobbies like reading, practicing sports, watching to movies, and traveling. And from those activities, I selected watch to movies and then created “Popcorn Time”, and traveling. Then I designed “Around the World”.

The first unit works mainly with movies genres; movie vocabulary like director, producer, and screenplay; adjectives related to feelings; and the Passive Voice grammar topic. It presents movie synopsis and the (oral) interview genre and others verbal and non-verbal texts, besides to propose a movie review writing task. The second one works mostly with landmarks, cities, tourist attractions, and festivals from different parts of the world. It presents vocabulary related to museums like galleries, exhibitions and collections. It also introduces outdoor sports and radical attractions; addresses the Superlative form of the adjectives as its grammar topic; and provides some adjectives related to places; presents oral and written texts and a tourist attraction review task for writing skill.

My goals in design these units were to allow students to learn English through themes that would be excited to them. So it would turn learning more fun, arouse their interesting in the topics and allow them to learn better. The idea is to provide students the opportunity to use attractive subjects added to the communicative strategies of learning in order to achieve their language acquisition.

The teaching units were produced to be taught to teenagers' students on level B1, according to the international parameter measured by the Common European Framework of Reference for Languages (CEFR). Both units are aimed for the same audience, but not depended. One is not necessarily a sequence of the other. They were designed following the development of the four skills (reading, writing, listening and speaking), through Communicative approaching tasks, exploring authentic texts and real world situations. They are both followed by their teachers' guides with instructions and orientations for the teaching work, and answer keys for the activities.

The sections of the units are nine. The first one is “Warming up” where the theme of the unit is indirectly present through non verbal texts (photos and pictures) and related to verbal language by general knowledge questions and personal questions. Then it goes to

“Lead in” what is a pre reading topic to introduce the students to the genre and theme of the text they will be reading then. So “Reading” is next. In all topics students will explore the reading skill, but this one is where it is addressed more objectively. Students will face questions looking into the text in its entirety, what will help them to understand different types of text and develop the reading comprehension. On “Language Focus” the idea is to expand students' linguistic knowledge and their ability to infer grammatical rules inductively through observations of language usage and find out how the grammar works on the texts presented in the units. “Grammar in use” is the one that provide students opportunities to use grammar rules in a contextualized way. They can put in practice some of the language points they have learned and take it in. “Speaking” is the section in which students will be able to talk the most; they will interact with their classmates and teacher and also learn some vocabulary, including adjectives related to the units themes On “Listening” it’s time to check on students’ oral comprehension exploring oral texts and answering to general understanding and some specific questions. Next is “Let’s write”, where students will be able to produce writing texts with real purposes, following some suggested steps and consulting to model texts. To wrap up students will face a briefly “Self-assessment” to check on their progress through the unit.

The teaching units presented in this Final Paper have no commercial purposes and can only be reproduced, partially or entirely, for educational purpose, with the author's permission.

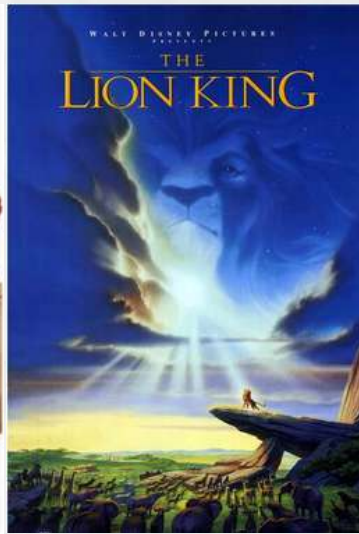
UNIT 1

POPCORN TIME



Warming Up!

The pictures show movies from different genres. Do you know these movies? What are their genres?





1. What kinds of movie genre do you like? What is your favorite movie? Why?
2. Look at the image from text I and answer the following questions.
 - a) What do you think the text is about?
 - b) What kind of information do you believe we can find in this text?

Text I

← → ↻ 🏠 🔒 jurassicpark.fandom.com/wiki/Jurassic_Park_(film)

FANDOM GAMES MOVIES TV VIDEO WIKIS ▾

Jurassic Park is a science fiction-adventure-drama film directed by **Steven Spielberg**, based upon the **novel of the same name**, written by **Michael Crichton**. The story involves scientists visiting a safari amusement park of **genetically engineered dinosaurs** on an island over one weekend. Sabotage sets the carnivorous dinosaurs on the loose, and the technicians and visitors attempt to escape the island.

The film began its genesis right before the novel was even published, and Crichton was hired to write a script that skimmed down its plot. Spielberg hired **Stan Winston Studios'** puppets and worked with **Industrial Light and Magic** to develop cutting edge CGI to portray the dinosaurs. The film stars **Sam Neill**, **Jeff Goldblum**, **Laura Dern** and **Richard Attenborough**. It reached near-universal acclaim.

The film grossed \$914 million in its initial release, making it the first film to ever gross \$900 million, and was the highest-grossing film of all time, surpassing *E.T. the Extra-Terrestrial*, until it was surpassed by *Titanic* in 1997, the first film to ever gross \$1 billion. After being re-released in 2013, which made it gross \$1.029 billion, it is currently the 38th highest-grossing film of all time. Most significantly, the film inspired a new breed of films that primarily used CGI for special effects.

The film was followed by *The Lost World: Jurassic Park* on May 23, 1997, *Jurassic Park III* on July 18, 2001, *Jurassic World* on June 12, 2015, and *Jurassic World: Fallen Kingdom* on June 22, 2018, none of which were as critically acclaimed as the first. *The Lost World: Jurassic Park* and *Jurassic Park III* weren't as financially successful as the first film, but *Jurassic World* and *Jurassic World: Fallen Kingdom* beat the first film in terms of profit. The film was re-released twice, first in the cinemas of U.K. on September 23, 2011 then **in 3D** on April 5, 2013.

Jurassic Park

An Adventure
65 Million Years In The Making.

Directed by **Steven Spielberg**

Produced by **Kathleen Kennedy**
Gerald R. Molen

Written by **Michael Crichton**
David Koepp

Screenplay by **Michael Crichton**
David Koepp

Based on **Jurassic Park**

Available in <[https://jurassicpark.fandom.com/wiki/Jurassic_Park_\(film\)](https://jurassicpark.fandom.com/wiki/Jurassic_Park_(film))>. Accessed in January 2020.



Read text I thoroughly and do the following exercises .

1. Tick the boxes with the information items mentioned in text.

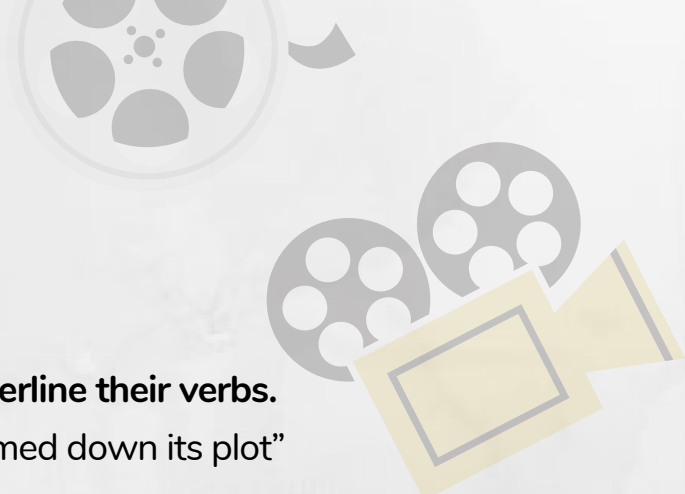
- The amount grossed by the film
- The film genre
- The initial release date
- A brief story of the film
- How many species of dinosaurs were there
- The country where the film were recorded
- The film running time
- The related films that came after Jurassic Park

2. Match the columns with the correspondent names.

- | | |
|------------------------------|----------------------|
| a) A studio | () Gerald R. Molen |
| b) One of the film producers | () Laura Dern |
| c) One of the film stars | () Michael Crichton |
| d) The film director | () Stan Winston |
| e) The main film writer | () Steven Spielberg |

3. Write which of the films mentioned in text I is:

- a) the one that grossed the highest amount until 1997? _____
- b) the newest? _____
- c) the oldest? _____
- d) the one that grossed \$ 1,029 billion? _____



1. Read the excerpts below from text I and underline their verbs.

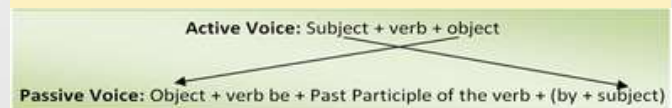
- a) "Crichton was hired to write a script that skimmed down its plot"
- b) "it was surpassed by Titanic in 1997"
- c) "The film was followed by The Lost World: Jurassic Park on May 23, 1997"
- d) "The film was re-released twice"

2. After reading the sentences above you probably realized they were written using the Passive Voice. Knowing that, tick the appropriate box for each of the questions below.

- a) What usually is the focus of a sentence in the Passive Voice?
 The action The subject The doer
- b) Which verb will always appear in a passive voice sentence?
 Do Does Be
- c) In what form were the verbs hired, surpassed, followed, and released used?
 Infinitive Past Participle Simple Present
- d) Which of these prepositions precede the doer in the Passive Voice?
 In at by

3. Now, write `by phrases` to put in practice what you just learned. Use the sentences below. Follow the model.

Tip: When we want to show who the doer is, we use a by phrase.
ex.: The dinosaurs were created using mosquitos in amber by the INGEN corporation.



Ex. "Spielberg hired Stan Winston Studios' puppets"
Stan Winston Studios' puppets were hired by Spielberg.

a) "It reached near-universal acclaim."

b) "The film grossed \$914 million"

c) "the film inspired a new breed of films"



1. Read the text below about the PIXAR`s film Brave and observe its structure. Why do you think the Passive Voice was used in this situation?

Text II

← → ↻ 🏠 pixar.fandom.com/wiki/Brave




Brave is Pixar's thirteenth animated feature film. The film was written by [Brenda Chapman](#) and directed by both Chapman and [Mark Andrews](#). It was produced by [Katherine Sarafian](#). The score was composed by [Patrick Doyle](#). The film was released in theatres and 3D on June 22, 2012.

Adaptad from <<https://pixar.fandom.com/wiki/Brave>>. Accessed in November 2020.

2. Now, follow the ideas from text II and complete the texts below using their corresponding information from the boxes.

← → ↻ 🏠 pixar.fandom.com/wiki/Monsters_University




Monsters University is Pixar's fourteenth feature length film, and the prequel to the 2001 film *Monsters, Inc.* It was directed by _____

Film information	
Directed by	Dan Scanlon
Produced by	Kori Rae
Story by	Dan Scanlon Dan Gerson Robert L. Baird
Music by	Randy Newman
Release date	June 21, 2013

Adaptad from <https://pixar.fandom.com/wiki/Monsters_University>. Accessed in November 2020.

← → ↻ 🏠 pixar.fandom.com/wiki/Finding_Nemo



Finding Nemo is Pixar's fifth feature film. It was _____

Film information	
Directed by	Andrew Stanton
Produced by	Graham Walters
Story by	Andrew Stanton
Music by	Thomas Newman
Release date	May 30, 2003 September 14, 2012 (3D re-release)

Adaptad from <https://pixar.fandom.com/wiki/Finding_Nemo>. Accessed in November 2020.



1. In your opinion, can movies affect our emotions? In pairs, talk about examples to support your answer.

2. Talk to a friend about the movies below. And how do you think people feel when they watch to them.



3. Interview two friends and find out what kind of movie or what specific movie they watch that makes them feel different emotions. Fill in the chart below.

What kind of movie do you watch that make you feel...	Classmate 1	Classmate 2
excited?		
happy?		
keyed up?		
relaxed?		
romantic?		
scared?		



#KIMMEL
Chris Evans and Robert Downey Jr. Filmed in Hotlanta

Available at: <<https://www.youtube.com/watch?v=1Q9uPyuxOHI&t=73s>>. Accessed in January 2020.

Listen to Chris Evans and Robert Downey being questioned by Jimmy Kimmel about the Captain America: Civil War movie and how it was filmed, then answer the questions below and do the following exercises.

1. What do you think about this video? Do you know these actors and the characters they perform?

2. Listen to the audio again and mark (T) true or (F) false and correct the false statements.

- a) () Jimmy Kimmel said that Chris Evans and Robert Downey were color-coordinates because both of them were using grey cloths.
- b) () They shot the movie in Atlanta, state of Kansas.
- c) () They called Atlanta "Hotlanta" because it was very hot.
- d) () They shot the movie for sixteen months.
- e) () Robert Downey said that being Iron man was the best thing that ever happened to his life.
- f) () Downey had his own furniture from home shipped to Atlanta.

3. Number the topics below to organize them in the order they have appeared.

- () Robert Downey`s furniture.
- () Atlanta`s weather.
- () The comfort and design of the movie costumes.
- () Why one of them worked more to perform the movie them the other one.

4. Answer the questions below.

- a) Who suffered the most with the weather in Atlanta? Why?
- b) According to Chris Evans. What is tough about Atlanta`s summer?

Let's write

The Rotten tomatoes is an American website and app with user-generated content. It collects online reviews for movies from the website users and calculates the percentage of registered users who have rated the movie positively on a 5-star scale.

Observe the model texts written by the Rotten Tomatoes website's members about The Hunger Games movie, and then do the following exercises.

The screenshot shows the Rotten Tomatoes website page for 'The Hunger Games'. The URL is [rottentomatoes.com/m/the_hunger_games](https://www.rottentomatoes.com/m/the_hunger_games). The page title is 'AUDIENCE REVIEWS FOR THE HUNGER GAMES'. There are three reviews visible:

- Review 1:** By Steve G (SUPER REVIEWER) on Nov 09, 2015. Rating: 4.5 stars. Text: "The Hunger Games" is a a good Sci-fi movie with good acting and great special effects. This movie is a great start into "The Hunger Games" quadrilogy. And I do look forward to seeing "Catching Fire". I would recommend this movie to anyone who does enjoy sci-fi movies. I give "The Hunger Games" a 7.5/10.
- Review 2:** By Kyle M (SUPER REVIEWER) on Mar 27, 2014. Rating: 4.5 stars. Text: Elevated by a tremendous second half.
- Review 3:** By familiar s (SUPER REVIEWER) on Jan 10, 2014. Rating: 4.5 stars. Text: Watched on: January 10, 2014 I wasn't least interested in going for it, but I'm glad that I did. I thought it would be just a version of Battle Royale, but there was much more entertainment in store than my expectations. The movie starts with a girl fearing to be chosen as a participant in The Hunger Games, and her nightmare turns real. But she has a brave elder sister willing to volunteer and save her sister from the probable negative consequences. Then begins the promotion of the game and the training, et al. It wasn't anything extraordinary, but the chemistry forming between Katniss and Peeta draws attention and keeps it going. Finally, I didn't find the game much exciting except for the very ending.

Available at <https://www.rottentomatoes.com/m/the_hunger_games/> accessed in January 2020.

1. Write a movie review about a movie you have watched. Use the ideas from the model texts and the tips below to help you on the steps of your writing.

Tips for the writing:

1. Start with the movie's title.
2. Write the movie's genre and when it was made.
3. Explain the movie's story, but don't tell the ending!
4. Tell how you felt watching to the movie. (Use the adjectives from the listening activity).
5. Give your opinion about the movie.
6. Rate it from 1 to 5. ★★★★★
7. Tell if people should go watch this movie and why.

2. Now go to the Rotten Tomatoes website at <<https://www.rottentomatoes.com/>>; Sign Up, then search for the movie you have written about and share your review with the other website users.



Reflect about your own learning through this unit:

		
<p>I can do this! I'm ready to move on or explain to a friend.</p>	<p>I'm almost there! I may need more practice or help.</p>	<p>I don't understand. I need more work or help on this.</p>

Available at <<https://www.teacherspayteachers.com/Product/Formative-Self-Assessment-of-Understanding-Poster-Thumbs-Up-Side-Down-3330311>>. Accessed in June 2020.

1. Think about your achievements in this unit and write a check mark where you consider most suitable for you.

AT THE END OF THIS UNIT I AM ABLE TO:			
Discuss about movies and actors			
Talk about feelings related to movies			
Understand and use of the Passive Voice			
Write a movie or TV program review			

2. Answer the questions below about unit 1.

a) What section, text or image did you like the most? Why?

b) Which part of the unit do you think will be the most useful for you out of the English classes?

3. Write in the box below some of the words or expressions you have learned through this unit.

UNIT 1

TEACHERS' GUIDE

UNIT 1

POPCORN TIME



Warming Up!

The pictures show movies from different genres. Do you know these movies? What are their genres? *Personal answer. / See answer keys*.*



Teaching guidelines

This warm up is an introductory activity with a preview of the unit theme.

Ask students to observe the movie posters and guess what their movie genres are. This exercise can be done orally or you can ask the students to write it down. They can also discuss the answers with their classmates in order to find it out together.

A complementary activity could be asking students to think about different movies from the genres found.

Students may not know all the movie genres from the movies posters. Introduce them to the students if necessary.

Answer keys*

Movies Genres:

- Dumb and dumber:** Comedy
- The lion king:** Animation
- Singin in the rain:** Musical
- It:** Horror
- The Godfather:** Crime
- Saving Private Ryan:** War
- Bad boys:** Action
- Avatar:** Science Fiction
- Django Unchained:** Western



Lead in

1. What kinds of movie genre do you like? What is your favorite movie? Why? **Personal answers.**
2. Look at the image from text I and answer the following questions.
 - a) What do you think the text is about? **Answers will vary.**
 - b) What kind of information do you believe we can find in this text? **Answers will vary.**

Text I

Jurassic Park is a science fiction-adventure-drama film directed by Steven Spielberg, based upon the novel of the same name, written by Michael Crichton. The story involves scientists visiting a safari amusement park of genetically engineered dinosaurs on an island over one weekend. Sabotage sets the carnivorous dinosaurs on the loose, and the technicians and visitors attempt to escape the island.

The film grossed \$914 million in its initial release, making it the first film to ever gross \$900 million, and was the highest-grossing film of all time, surpassing *E.T. the Extra-Terrestrial*, until it was surpassed by *Titanic* in 1997, the first film to ever gross \$1 billion. After being re-released in 2013, which made it gross \$1.029 billion, it is currently the 38th highest-grossing film of all time. Most significantly, the film inspired a new breed of films that primarily used CGI for special effects.

The film was followed by *The Lost World: Jurassic Park* on May 23, 1997, *Jurassic Park III* on July 18, 2001, *Jurassic World* on June 12, 2015, and *Jurassic World: Fallen Kingdom* on June 22, 2018, none of which were as critically acclaimed as the first. *The Lost World: Jurassic Park* and *Jurassic Park III* weren't as financially successful as the first film, but *Jurassic World* and *Jurassic World: Fallen Kingdom* beat the first film in terms of profit. The film was re-released twice, first in the cinemas of U.K. on September 23, 2011 then in 3D on April 5, 2013.

Directed by: Steven Spielberg
Produced by: Kathleen Kennedy, Gerald R. Molen
Written by: Michael Crichton, David Koepp
Screenplay by: Michael Crichton, David Koepp
Based on: *Jurassic Park*

Available in <https://jurassicpark.fandom.com/wiki/Jurassic_Park_(film)>. Accessed in January 2020.

Teaching guidelines

At the "Lead in" students will be introduced to the text genre and its main subject.

Give students instructions to work with a partner so they can ask and answer question one to each other.

Afterward, tell them to observe Text I's images and its highlight information. Talk to students and ask them about the text genre (movie synopsis) and then invite students to answer exercise 2.



Reading

Read text I thoroughly and do the following exercises .

1. Tick the information items mentioned in text.

- The amount grossed by the film
- The film genre
- The initial release date
- A brief story of the film
- How many species of dinosaurs were there
- The country where the film were recorded
- The film running time
- The related films that came after Jurassic Park

2. Match the columns with the correspondent names.

- | | |
|------------------------------|------------------------|
| a) A studio | (b) Gerald R. Molen |
| b) One of the film producers | (c) Laura Dern |
| c) One of the film stars | (e) Michael Crichton |
| d) The film director | (a) Stan Winston |
| e) The main film writer | (d) Steven Spielberg |

3. Write which of the films mentioned in text I is:

- a) the one that grossed the highest amount until 1997? The Lost World: Jurassic Park.
- b) the newest? Jurassic World: Fallen Kingdom.
- c) the oldest? E. T. the Extra-Terrestrial.
- d) the one that grossed \$ 1,029 billion? Jurassic Park.

Teaching guidelines

Orient students to read Text I carefully in order to answer questions 1-3.

Read the exercises 1-3 aloud and explain what students have to do. (At number one they must write a check mark at the information items that were mentioned in the text, and find out what kinds of information there are on the text. At exercise 2 they need to match the columns to link the names mentioned in the text to whom or what they are. And at number 3 they have to write the names of the films mentioned in Text I according to the specifications given.)

Explain to students the use of the word "Movie" and "Film": As a noun MOVIE is more used in the (American English) and FILM is more common in the (British English). However the word "film" can also be used as a verb while "movie" may not.

Be prepared to help students whenever necessary. Students may require you to explain or clarify the meaning of some vocabulary.

Teaching guidelines

At this section students will develop linguistic knowledge and their ability to infer grammar rules inductively through observations of language usage in order to find out how the grammar works on text I.

Ask students to read the excerpts from text I and underline their verbs.

To do exercise 2 students must read the excerpts again carefully and pay attention to their structure to tick the suitable boxes. They will be inferring some of the Passive Voice rules doing it.

Then, ask students to rewrite sentences (a-c) in exercise 3 in order to check out their learning and assign it.

Use the tip and the example given to explain students how to use the preposition "by" to mention the doer in a Passive Voice sentence.

Be prepared to help students when necessary.

Teaching guidelines

In this section students will have the opportunity to use grammar rules in a contextualized way. They'll practice some of the language points they have learned in the previous section.

Ask students to read text II about the PIXAR's film, Brave, and to observe how the passive voice was used in it and to reflect why it was written using this structure.

Then, ask students to write similar texts about the other films (Monsters University and Finding Nemo) using the text II as a model text and the information given.

Language in focus:

- Read the excerpts below from text I and underline their verbs.
 - "Crichton was hired to write a script that skimmed down its plot"
 - "it was surpassed by Titanic in 1997"
 - "The film was followed by The Lost World: Jurassic Park on May 23, 1997"
 - "The film was re-released twice"
- After reading the sentences above you probably realized they were written using the Passive Voice. Knowing that, tick the appropriate box for each of the questions below.
 - What usually is the focus of a sentence in the Passive Voice?

<input checked="" type="checkbox"/> The action	<input type="checkbox"/> The subject	<input type="checkbox"/> The doer
--	--------------------------------------	-----------------------------------
 - Which verb will always appear in a passive voice sentence?

<input type="checkbox"/> Do	<input type="checkbox"/> Does	<input checked="" type="checkbox"/> Be
-----------------------------	-------------------------------	--
 - In what form were the verbs hired, surpassed, followed, and released used?

<input type="checkbox"/> Infinitive	<input checked="" type="checkbox"/> Past Participle	<input type="checkbox"/> Simple Present
-------------------------------------	---	---
 - Which of these prepositions precede the doer in the Passive Voice?

<input type="checkbox"/> In	<input type="checkbox"/> at	<input checked="" type="checkbox"/> by
-----------------------------	-----------------------------	--
- Now, write 'by phrases' to put in practice what you just learned. Use the sentences below. Follow the model.

Tip: When we want to show who the doer is, we use a by phrase.
ex: The dinosaurs were created using mosquitos in amber by the INGEN corporation.

Active Voice: Subject + verb + object
 Passive Voice: Object + verb be + Past Participle of the verb + (by + subject)

Ex. "Spielberg hired Stan Winston Studios' puppets"
 Stan Winston Studios' puppets were hired by Spielberg.

 - "It reached near-universal acclaim."
Near-universal acclaim was reached by it.
 - "The film grossed \$914 million"
\$914 million were grossed by the film.
 - "the film inspired a new breed of films"
A new breed of films were inspired by the film.

Popcorn Time 9

Grammar in use

- Read the text below about the PIXAR's film, Brave, and observe its structure. Why do you think the Passive Voice was used in this situation? **Personal answers.**

Text II

Adapted from <https://pixar.fandom.com/wiki/Brave>. Accessed in November 2020.
- Now, follow the ideas from text II and complete the texts below using their corresponding information from the boxes. **Answers may vary.**

Adapted from <https://pixar.fandom.com/wiki/Monsters_University>. Accessed in November 2020.

Film information	
Directed by	Dan Scanlon
Produced by	Kori Rae
Story by	Dan Scanlon Dan Gerson Robert L. Baird
Music by	Randy Newman
Release date	June 21, 2013

Adapted from <https://pixar.fandom.com/wiki/Finding_Nemo>. Accessed in November 2020.

Film information	
Directed by	Andrew Stanton
Produced by	Graham Walters
Story by	Andrew Stanton Dan Gerson Thomas Newman
Music by	Thomas Newman
Release date	May 30, 2003 September 14, 2012 (3D re-release)

Popcorn Time 10

Speaking

1. In your opinion, can movies affect our emotions? In pairs, talk about examples to support your answer. **Personal answers.**
2. Talk to a friend about the movies below. And how do you think people feel when they watch to them. **Answers will vary.**



3. Interview two friends and find out what kind of movie or what specific movie they watch that makes them feel different emotions. Fill in the chart below. **Personal answers.**

What kind of movie do you watch that make you feel...	Classmate 1	Classmate 2
excited?		
happy?		
keyed up?		
relaxed?		
romantic?		
scared?		

Popcorn Time 11

Teaching guidelines

The aim of the speaking section is to allow students to talk and interact with their classmates and teacher and also learn some vocabulary, using it in a meaningful way.

Talk to students about the feelings and emotions some movies make people feel and let them bring up some examples.

Organize students in pairs to conduct exercises 1 and 2. Tell students to talk to their partners and answer questions one and two orally. Monitor, encourage and help them whenever necessary.

Ask students to interview two other classmates to do exercise 3. They must interview each other and fill in the chart. (They can write the movie genre or the movie title in the chart).

Teaching guidelines

This section will work on students' oral comprehension.

They will listen to an section of questions and answers video, discuss about it and answer to some questions.

Talk to students about the subject of the audio they will be listening. Ask them if they have watched to the "Captain America: Civil War" movie and if they like or dislike this movie genre (superhero).

Play the audio and ask students individually question one and let them answer it orally. Then, read exercise 2-4 with the students and explain what to do before playing the audio again. Then, they will be able to answer to the following activities.

Answer keys*

False statements correction: (Exercise 1)

- a) (F) The interviewer said that Chris Evans and Robert Downey were color-coordinates because both of them were using navy cloths.
 b) (F) They shot the movie in Atlanta, state of Georgia.
 d) (F) They shot the movie for six months.

Answers keys from exercise number 4:

- a) Chris Evans. Because he really had to shot all his character scenes. (answers can vary)
 b) The humidity.

Listening



Audio transcription on page 19.



source: Chris Evans and Robert Downey Jr. Filmed in Hotlanta
 Available at: <<https://www.youtube.com/watch?v=1Q9uPyuxOhI&t=73s>>. Accessed in January 2020.

Listen to Chris Evans and Robert Downey being questioned by Jimmy Kimmel about the Captain America: Civil War movie and how it was filmed, then answer the questions below and do the following exercises.

1. What do you think about this video? Do you know these actors and the characters they perform? **Personal answers.**

2. Listen to the audio again and mark (T) true or (F) false and correct the false statements. **See answer keys*.**

- a) (F) Jimmy Kimmel said that Chris Evans and Robert Downey were color-coordinates because both of them were using grey cloths.
 b) (F) They shot the movie in Atlanta, state of Kansas.
 c) (T) They called Atlanta "Hotlanta" because it was very hot.
 d) (F) They shot the movie for sixteen months.
 e) (T) Robert Downey said that being Iron man was the best thing that ever happened to his life.
 f) (T) Downey had his own furniture from home shipped to Atlanta.

3. Number the topics below to organize them in the order they have appeared.

- (3) Robert Downey's furniture.
 (1) Atlanta's weather.
 (4) The comfort and design of the movie costumes.
 (2) Why one of them worked more to perform the movie them the other one.

4. Answer the questions below. **See answer keys*.**

- a) Who suffered the most with the weather in Atlanta? Why?
 b) According to Chris Evans. What is tough about Atlanta's summer?

Popcorn Time 12

Audio script - Chris Evans and Robert Downey Jr. Filmed in Hotlanta

Jimmy Kimmel: You guys are very, very color-coordinated here I like that.

Chris Evans: We texted beforehand.

Robert Downey: Yeah! Tuesday's Navy.

Jimmy Kimmel: I like that, I'm very happy you guys are here. We have many, many things oriented toward the movie to talk about. Well, first of all you, where did you shoot this movie?

Chris Evans: Hotlanta.

Jimmy Kimmel: In Atlanta.

Robert Downey: Lovely Atlanta, Georgia, yeah!

Jimmy Kimmel: and, was it, when you say "hotlanta" is that because it's hot?

Chris Evans: Hot, sticky. Atlanta in july.

Robert Downey: It was beautiful! I don't know you're talking about. I was either in a lovely sprawling rented home or an air-conditioned helicopter, I mean, I did see you on the tarmac doing action for six months, but you see once the helmet closes I'm not there.

Jimmy Kimmel: You go home. I should have thought of that.

Chris Evans: Every day you just wish she had that fool.

Jimmy Kimmel: It is brilliant, and by the way, I think about that all the time. Did you think about that before you agreed to do this movie or was that something you realized along the way?

Robert Downey: This movie?

Jimmy Kimmel: Before you did Iron Man.

Robert Downey: I mean... like I was thinking. It was the best thing that ever, that ever happened to me. I mean, it's just been a great job and we've all made good friends and stuff, you know. But, to answer your question, you know Evans is a very, very capable guy. I mean, you know, chicks dig him too. Very capable guy, I've saw a wild amount of action that, that you perform, I do let out a couple...

Chris Evans: You do. I've seen it

Robert Downey: But I really just wanted to come to set on my days off and watch you suffer.

Jimmy Kimmel: It's tough! You work a lot more. Well, it is captain. The movie title is "Captain America" you should work more.

Chris Evans: It's true, it's true. That's why it's hard to complain. You know, you're on set you like well that's, that's what these movies are, so you're just...

Robert Downey: It's like you're having a civil war with yourself because...

Chris Evans: I mean, I mean, it's I would have maybe chosen not Atlanta in July but, but...

Robert Downey: It's fantastic I have no recollection.

Jimmy Kimmel: I heard a rumor, and you please tell me if this is true, that you had your furniture from home shipped to Atlanta, so you would have your own furniture while you were there.

Robert Downey: I didn't do a thing the moving company did.

Jimmy Kimmel: You did.

Robert Downey: You know what?! That's I be thought of as self involved, a snarky. He's got it all a thing, you know. You're away from home for a long time, and so we thought, you know, and we bring the cats and the kids, and you know, the cats like, they like this chair, that's where they nap, so let's bring the chair, we thought a matter of fact, let's bring the house.

Jimmy Kimmel: That's it! That's an Oprah move right there. That's a serious. That is a very, very big movie. Is that you have like some weird cousin that watches your house while you're away and you want to make sure he's not in your bed?

Robert Downey: You mean, an unfurnished house?

Chris Evans: Is it in folding chairs?

Robert Downey: I'm not eccentric, and I'm not paying for it, so it's not like I'm being extravagant.

Jimmy Kimmel: Right! Does the furniture fly private or does the furniture fly...

Robert Downey: I'm not gonna do it next time. And by the way, we, we are gonna shoot in Atlanta again.

Chris Evans: I know, I'm ready, I'm ready but...

Jimmy Kimmel: I don't think you're allowed back in Atlanta, I really know that...

Chris Evans: I loved Atlanta, I just, the humidity is tough!

Jimmy Kimmel: Yeah, and then that. Is there a costume for each of you each time or if you use the same one...

Chris Evans: They always do little tweaks. Little, little adjustments here and there, and they always try and get it, you know, they try and cater to the comfort.

Jimmy Kimmel: Because it makes sense that iron man would have a newt, because you're constantly developing these, these suits but it doesn't make that much sense that Captain America would be like...

Chris Evans: oh yeah, you know what, really, you know what, well I more blue.

Robert Downey: I think that, I think that Stark is involved in the design of all the Avengers garb, or so I was told at some story meeting.

Jimmy Kimmel: I see, okay.

Let's write

The Rotten tomatoes is an American website and app with user-generated content. It collects online reviews for movies from the website users and calculates the percentage of registered users who have rated the movie positively on a 5-star scale.

Observe the model texts written by the Rotten Tomatoes website's members about The Hunger Games movie, and then do the following exercises.

AUDIENCE REVIEWS FOR THE HUNGER GAMES

Steve G (5 stars) - Nov 09, 2013
 "The Hunger Games" is a good Sci-fi movie with good acting and great special effects. This movie is a great start into "The Hunger Games" quadrilogy. And I do look forward to seeing "Catching Fire". I would recommend this movie to anyone who does enjoy sci-fi movies. I give "The Hunger Games" a 7.5/10.

Kyle M (5 stars) - Mar 27, 2014
 Elevated by a tremendous second half.

familiar s (5 stars) - Jan 10, 2014
 Watched on: January 10, 2014 I wasn't least interested in going for it, but I'm glad that I did. I thought it would be just a version of Battle Royale, but there was much more entertainment in store than my expectations. The movie starts with a girl fearing to be chosen as a participant in The Hunger Games, and her nightmare turns real. But she has a brave elder sister willing to volunteer and save her sister from the probable negative consequences. Then begins the promotion of the game and the training, et al. It wasn't anything extraordinary, but the chemistry forming between Katniss and Peeta draws attention and keeps it going. Finally, I didn't find the game much exciting except for the very ending.

Available at <https://www.rottentomatoes.com/m/the_hunger_games> accessed in January 2020.

1. Write a movie review about a movie you have watched. Use the ideas from the model texts and the tips below to help you on the steps of your writing.

Tips for the writing:

1. Start with the movie's title.
2. Write the movie's genre and when it was made.
3. Explain the movie's story, but don't tell the ending!
4. Tell how you felt watching to the movie. (Use the adjectives from the listening activity).
5. Give your opinion about the movie.
6. Rate it from 1 to 5. ☆☆☆☆☆
7. Tell if people should go watch this movie and why.

2. Now go to the Rotten Tomatoes website at <<https://www.rottentomatoes.com/>>; Sign Up, then search for the movie you have written about and share your review with the website users.

Popcorn Time 13

Teaching guidelines

In this section students will work with movie reviews. They will read to model texts and follow some tips to write their own movie review. Later they will be able to share their writing on the internet.

Read the information box about the Rotten Tomatoes website aloud and talk to students about the website functions and how it works. Ask them if they have used it before and if they say yes, ask them what the purpose of their search in the website was.

Tell them to read the reviews of the Hunger Games movie and ask them if they have watched to it before, and if they agree with the reviews they have read.

Later ask them to think about any movie they have watched and to follow the tips given to write a review about it. Then give instructions to students on how to access the Rotten Tomatoes website and what they have to do to share their reviews.

Self-assessment

Reflect about your own learning through this unit:

I can do this! I'm ready to move on or explain to a friend.

I'm almost there! I may need more practice or help.

I don't understand. I need more work or help on this.

Available at <<https://www.teachspayteachers.com/Product/Formative-Self-Assessment-of-Understanding-Poker-Thumb-Up-Side-Down>> Accessed in June 2020.

1. Think about your achievements in this unit and write a check mark where you consider most suitable for you. **Personal answers.**

AT THE END OF THIS UNIT I AM ABLE TO:			
Discuss about movies and actors			
Talk about feelings related to movies			
Understand and use of the Passive Voice			
Write a movie or TV program review			

2. Answer the questions below about unit 1.

- a) What section, text or image did you like the most? Why? **Personal answers.**
- b) Which part of the unit do you think will be the most useful for you out of the English classes? **Personal answers.**

3. Write in the box below some of the words or expressions you have learned through this unit. **Personal answers.**

Popcorn Time 14

Teaching guidelines

To wrap up, students will face a briefly "Self-assessment" to check their progress through Unit 1. Ask students to reflect about their learning through the "Around the world" unit.

Tell them to think about the unit goals (presented at the chart at exercise 1) and if they have achieved them completely, moderately or if they didn't achieved it and to write checkmark on the chart according to their progress (thumb up, thumb sideways, or thumb down). If a student or more students write the checkmark at thumbs sideways or down, the teacher should give them suggestions and instructions, according to each student needs, so they can achieve their goals.

At activity two, ask students to reflect individually about what they think was the most interesting topic from the unit and why. And then what part of the unit they believe will be the most useful to their life (outside the classroom).

To conclude, ask students to go back on the previous pages of the unit and to reflect about the words they have learned through this unit and to write them down in the box at activity 3.

UNIT 2


AROUND THE WORLD



Warming Up!

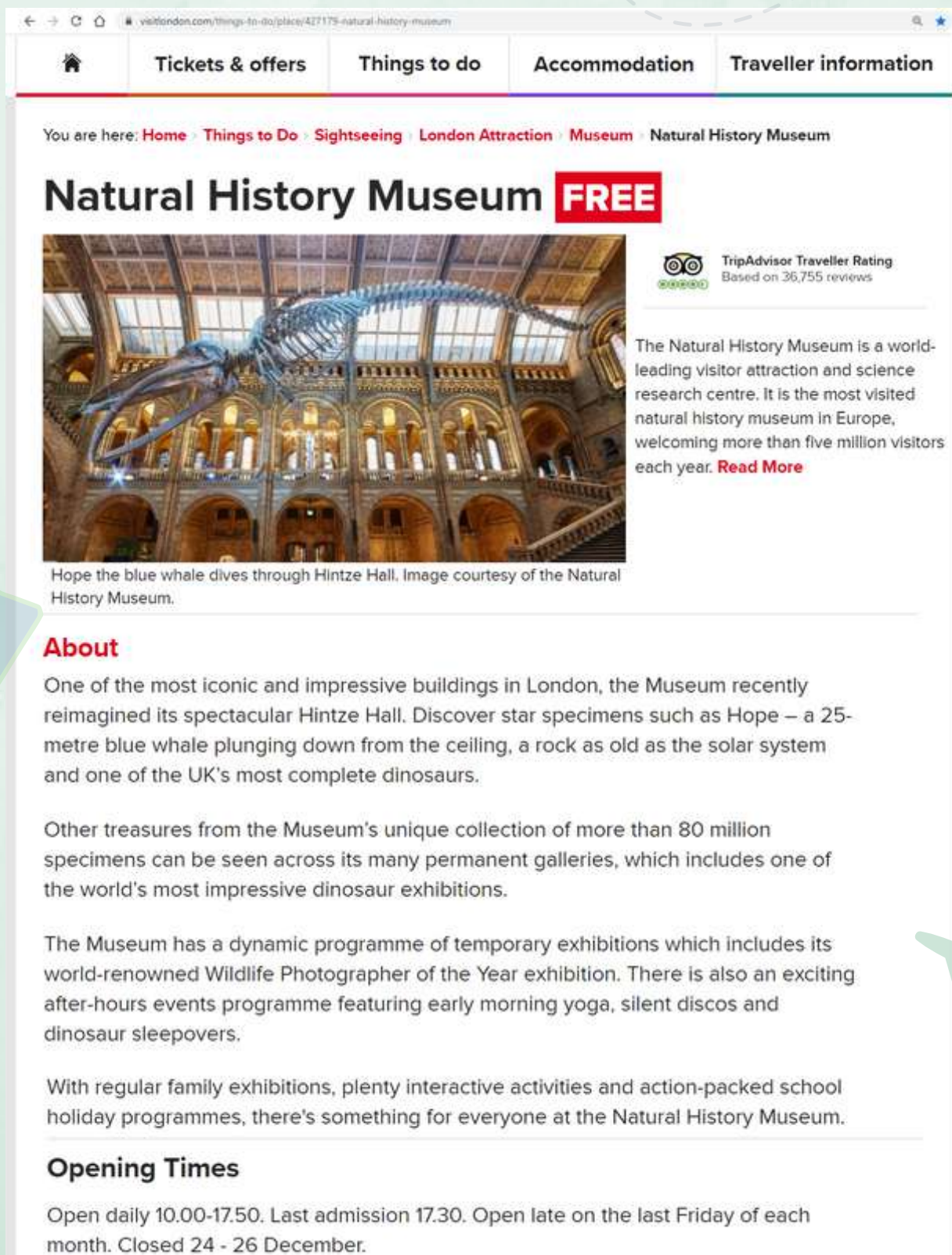
Look at the pictures below. They show famous landmarks. Do you know these places? How are they called? What cities and countries are they from?



Lead in 


1. Do you like going to museums? What museums have you been to? What's your favorite kind of museum?
2. Look at the image from the text I and answer the following questions.
 - a) What do you think the text is about?
 - b) What kind of information do you believe we can find in this text?

Text I



You are here: [Home](#) > [Things to Do](#) > [Sightseeing](#) > [London Attraction](#) > [Museum](#) > [Natural History Museum](#)

Natural History Museum **FREE**



TripAdvisor Traveller Rating
Based on 36,755 reviews

The Natural History Museum is a world-leading visitor attraction and science research centre. It is the most visited natural history museum in Europe, welcoming more than five million visitors each year. [Read More](#)

Hope the blue whale dives through Hintze Hall. Image courtesy of the Natural History Museum.

About

One of the most iconic and impressive buildings in London, the Museum recently reimagined its spectacular Hintze Hall. Discover star specimens such as Hope – a 25-metre blue whale plunging down from the ceiling, a rock as old as the solar system and one of the UK's most complete dinosaurs.

Other treasures from the Museum's unique collection of more than 80 million specimens can be seen across its many permanent galleries, which includes one of the world's most impressive dinosaur exhibitions.

The Museum has a dynamic programme of temporary exhibitions which includes its world-renowned Wildlife Photographer of the Year exhibition. There is also an exciting after-hours events programme featuring early morning yoga, silent discos and dinosaur sleepovers.

With regular family exhibitions, plenty interactive activities and action-packed school holiday programmes, there's something for everyone at the Natural History Museum.

Opening Times

Open daily 10.00-17.50. Last admission 17.30. Open late on the last Friday of each month. Closed 24 - 26 December.

Adapted from <<https://www.visitlondon.com/things-to-do/place/427179-natural-history-museum>>. Accessed in April 2020.



1. Match the paragraphs 1-4 (from the "about" section) of text I with their correspondent information.

- () Enduring galleries and numbers of specimens.
- () Kinds of activities and target audience.
- () Short-lived Exhibitions and evening events.
- () The building and the outstanding collections.

2. Write if the following statements are T (true) or F (false), according to text I. Correct the false statements.

- a) The museum collection embraces more the 80 million of specimens. ()

- b) The 25 metre whale hanging from the museum ceiling is called Hintze. ()

- c) The exhibitions and activities are for kids and teenagers only. ()

- d) The museum has one of the world`s most spectacular dinosaur exhibitions. ()

- e) The museum`s building is located in Windsor town, west of London. ()

3. Now Look at the picture from text II and answer.

What do you think Wales Way is? Would you like to go to a place like the one in the picture? What kind of activities do you think you could do in a place like this?

Text II

The Twr Mawr Lighthouse in Anglesey is a scenic stop along the United Kingdom's new North Wales Way.
PHOTOGRAPH BY ALAN NOVELLI, ALAMY STOCK PHOTO

Wales Way, United Kingdom

Why go now: Follow far-reaching routes that get the blood pumping

What to know: Three new, fully mapped national touring routes, collectively called the Wales Way, showcase the best of this legend-filled land. At 185 miles, the Cambrian Way is the longest of the three roads, snaking north to south along the backbone of Wales. Sandwiched between mountains and sea, the Coastal Way is a sweeping 180-mile journey around Cardigan Bay on the country's west coast. The castle-rich North Wales Way follows a centuries-old trading route 75 miles from northeastern Queensferry to the Isle of Anglesey. Each driving itinerary is a gateway to wider outdoor adventures. Hike in Edmund Hillary's footsteps on Mount Snowdon; inland surf at Adventure Parc Snowdonia; or go coasteering (a new adventure sport that combines rock climbing, cliff jumping, snorkeling, and more) on the Pembrokeshire coast. —Zane Henry, project editor, *Nat Geo Travel U.K.*

When to go: May–June **How to go:** Dragon Tours offers private and group itineraries tailored to participants' interests. Owner/guide Mike Davies holds a graduate degree in medieval Welsh history and can help trace clients' Welsh ancestors. **Read more:** Here's why Wales is Britain's adventure hub.

Available at <<https://www.nationalgeographic.com/travel/features/best-trips-2020/>>. Accessed in May 2020.

4. Read the text II thoroughly and answer the following questions.

- What are the best months to take the Wales Way road trips?
- What kind of sport is coasteering?
- Which continent is the Wales Way located?
- Who is Zane Henry?
- In which of the Wales Way is The Twr Mawr Lighthouse along?

5. Match each of the three Wales way routes with its features. According to text II.

- | | | |
|--------------------|-----|---|
| a) Coastal Way | () | It goes along the Wales` north and south. |
| b) Cambrian Way | () | It`s the shortest of the three routes. |
| c) North Wales Way | () | This one is surrounded by mountains on one side and the sea on the other. |

6. The outdoors sports listed below are the ones mentioned in the text II. Find out what the description for each of these activities are and write the sports' names to their correspondent definitions.

hike – surf – rock climbing – (cliff) jumping – snorkeling

the activity of swimming while using a snorkel

to push yourself suddenly off the ground and into the air using your legs

to walk a long distance, especially in the country

to ride on a wave in the sea using a special board

the sport of climbing on rocks or in mountains:

Definitions available at <<https://dictionary.cambridge.org/dictionary/english/>>. Accessed in May 2020.

7. Have you ever practiced any of the sports above? What is your favorite sport? Do you think practicing sport is important? Why?

Language

in focus:



1. Read the excerpts below from texts I and II and underline their adjectives.

- “It is the most visited natural history museum in Europe”
- “One of the most iconic and impressive buildings in London”
- “the Wales Way, showcase the best of this legend-filled land”
- “the Cambrian Way is the longest of the three roads”

2. After reading the sentences above you probably realized that they were written using the superlative form of the adjectives. Knowing that, tick the appropriate box for each exercise below.

a) We use superlative forms of adjectives to:

- Demonstrate a higher level of comparison between two things.
- Demonstrate a higher level of comparison between three or more things from a similar group.

b) In the sentences a and b, the term "the most" is used before the adjectives because:

- The adjectives in the sentences have three or more syllables.
- The adjectives in the sentences have only one syllable.

c) On sentence d, the suffix -est is used with the adjective because:

- The adjective in the sentences have three or more syllables.
- The adjective in the sentences have only one syllable.

d) On sentence c, the expression "the best" was used because:

- It's the superlative form of the adjective good, which is an irregular adjective.
- It's the superlative form of the adjective good, and we added the suffix -est to it, because it has only one syllable.

e) On sentences a, b, c, and d, the article "the" was used because:

- We always use this article in superlative sentences.
- We use this article only with short adjectives.






Grammar in use:



1. Answer the following questions with your own ideas. Then discuss your opinion with your classmates.

- What is the best place to have fun in your neighborhood?
- What is the best place to get in touch with nature in your city or state?
- What is the most interest place in your city/town?
- What is the most modern city in your state?

2. Observe the information about the three cities below and answer the following questions. Write complete sentences.

en.wikipedia.org/wiki/Cairo	pt.wikipedia.org/wiki/Santiago_(Chile)	en.wikipedia.org/wiki/Belo_Horizonte
		
<h2>Cairo</h2> <p>Capital of Egypt</p>	<h2>Santiago</h2> <p>Capital of Chile</p>	<h2>Belo Horizonte</h2> <p>City in Minas Gerais</p>
<p>Area: 3,085 km²</p> <p>Elevation: 23 m</p> <p>Weather: 32°C, Wind NW at 14 km/h, 24% Humidity</p> <p>Local time: Wednesday 17:35</p> <p>Population: 9.5 million (Oct 2018)</p> <p>Founded: 969 AD</p>	<p>Elevation: 570 m</p> <p>Area: 641 km²</p> <p>Founded: February 12, 1541</p> <p>Local time: Wednesday 11:35</p> <p>Weather: 10°C, Wind N at 10 km/h, 69% Humidity</p> <p>Population: 5.614 million (2017) United Nations</p>	<p>Area: 330.9 km²</p> <p>Weather: 25°C, Wind N at 6 km/h, 52% Humidity</p> <p>Population: 1.433 million (2010) United Nations</p> <p>Founded: December 12, 1897</p> <p>Local time: Wednesday 12:35</p> <p>Elevation: 760 m (2,490 ft)</p>

Adaptad from <<https://en.wikipedia.org/wiki/Cairo>>. Accessed in June 2020.

Adaptad from <[https://pt.wikipedia.org/wiki/Santiago_\(Chile\)](https://pt.wikipedia.org/wiki/Santiago_(Chile))>. Accessed in June 2020.

Adaptad from <https://en.wikipedia.org/wiki/Belo_Horizonte>. Accessed in June 2020.

- Which of the three cities is the largest? (according to it's population).
- Which city is the highest?
- What is the coldest city?
- What city was the latest to be founded?
- Which one is the oldest city?

3. Now, make superlative sentences using the names of the cities and the adjectives below. Follow the model.

Athens - Amsterdam - Barcelona - Beijing - Buenos Aires - Cape Town - Dubai - London - Moscow - New York - Paris - Rio de Janeiro - Rome - Singapore - Sydney - Tokyo - Toronto

Ancient - Attractive - Beautiful - Boring - Bustling - Calm - Charming - Crowded - Dull - Exciting - Expensive - Fascinating - Inspiring - Lively - Magical - Peaceful - Picturesque - Polluted - Quiet - Rundown - Traditional - Ugly - Unspoiled - Vibrant

Amsterdam is the most charming city in Europe, in my opinion.



1. Do you like festivals? What holidays or festivals do you usually celebrate? How do you celebrate them? Which one is your favorite?

2. The pictures below illustrate some famous holidays and festivals celebrated in different parts of the world. Do you know those festivals? Have you been or would you like to go to any of them? Which one?

The Day of the Dead (Mexico)



Songkran (Thailand)



Inti Raymi (Peru)



Carnival (Brazil)



St. Patrick's Day (Dublin)



Holi (India)



Oktoberfest (Germany)

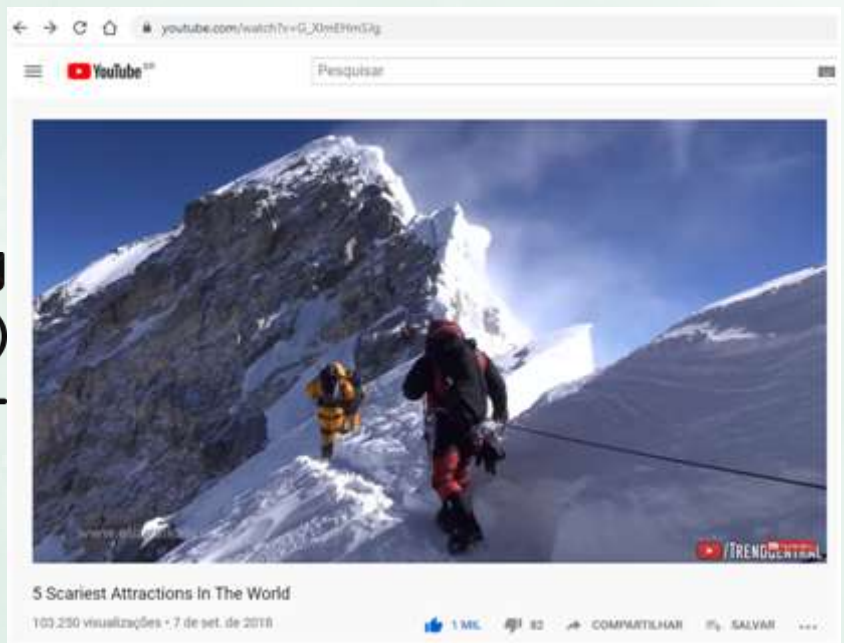


Lantern Festival (China)



3. Interview two of your classmates and talk to them about the festivals above and other famous festivals you know. Ask them what they think about each of those festivals and which one they think is the most (charming, crowded, exciting, fascinating, vibrant and unpleasant) and why. Fill in the chart below.

Which festival do you think is the most...	Classmate 1	Classmate 2
charming?		
crowded ?		
exciting?		
fascinating?		
vibrant?		
unpleasant?		

Listening 

Available at <https://www.youtube.com/watch?v=G_XImEHmSJg>. Accessed in June 2020.

Listen to the audio about "the five Scariest Attractions in the World", from the Trend Central channel on YouTube. Then, answer the questions below and do the following exercises.

1. What do you think about the places mention in the audio? Would you face any of those adventures? Do you know any other scary attractions around the world?

2. Listen to the audio again and match the five Scariest Attractions in the World to their location.

- | | | |
|----------------------------------|---------|------------------------------------|
| a) Volcano boarding. | () | Border between Nepal and the Tibet |
| b) 500 foot high bridge. | () | China |
| c) The Blue Hole | () | Egypt |
| d) The world's highest waterfall | () | Mexico |
| e) Mount Everest | () | Nicaragua |



3. Mark (T) true or (F) false and correct the false statements.

- () Nicaragua is renowned for its caves and lakes.
- () The 500 foot high bridge has no railings, glass, or even a safety net to protect the riders.
- () The Blue Hole is a crater with a diameter of about 260 feet and a depth of more than 360 feet.
- () Due to its death defying nature, the world's highest waterfall attracts only the most extreme Kayakers.
- () The most dangerous aspect of the Mount Everest is to climb up the summit.

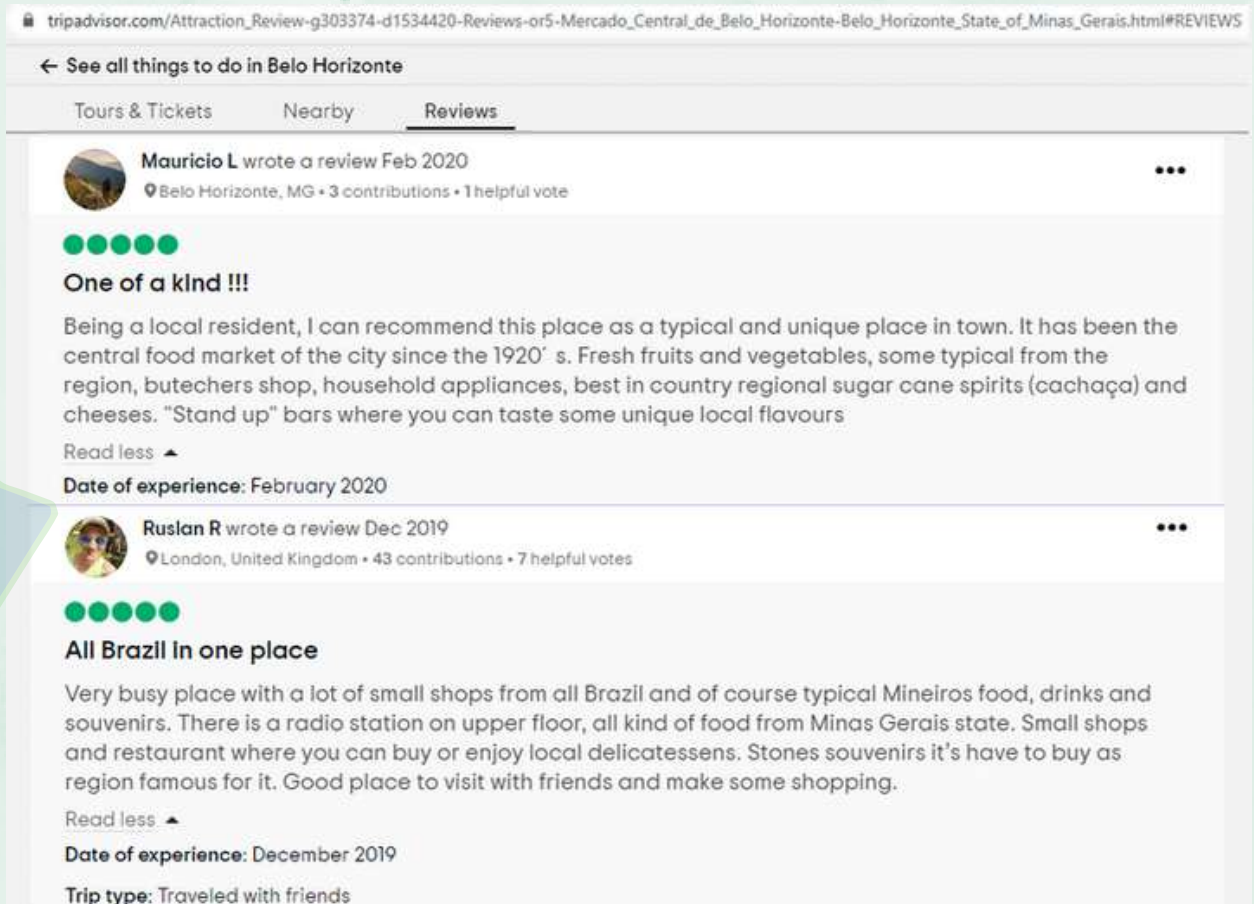
4. Answer the questions below.

- How fast does the surfing down the volcano eventually go?
- What are the things that lie between the crossers and the bridge in the 500 foot high bridge?
- Why did the craters of the Blue Hole become known as the diver's cemetery?
- How high is the Alseseca Veracruz River Waterfall?
- What are the dangers that many of the Mount Everest's climbers end up having to go through

Let's write 

Tripadvisor is an American website and app with user-generated content. It offers online hotel reservations, bookings for transportation, lodging, restaurants, and travel experiences. Travelers across the globe use the Tripadvisor site and app to browse and write reviews and opinions on places, accommodations, restaurants, experiences, airlines and cruises.


Observe the model texts below written by Trip Advisor website's members about reviews of the Belo Horizonte's Mercado Central and then do the following exercises.



tripadvisor.com/Attraction_Review-g303374-d1534420-Reviews-or5-Mercado_Central_de_Belo_Horizonte-Belo_Horizonte_State_of_Minis_Gerais.html#REVIEWS

← See all things to do in Belo Horizonte

Tours & Tickets Nearby Reviews

 **Mauricio L** wrote a review Feb 2020 ⋮
 Belo Horizonte, MG • 3 contributions • 1 helpful vote


●●●●●

One of a kind !!!

Being a local resident, I can recommend this place as a typical and unique place in town. It has been the central food market of the city since the 1920' s. Fresh fruits and vegetables, some typical from the region, butchers shop, household appliances, best in country regional sugar cane spirits (cachaça) and cheeses. "Stand up" bars where you can taste some unique local flavours

Read less ▲

Date of experience: February 2020

 **Ruslan R** wrote a review Dec 2019 ⋮
 London, United Kingdom • 43 contributions • 7 helpful votes

●●●●●

All Brazil in one place

Very busy place with a lot of small shops from all Brazil and of course typical Mineiros food, drinks and souvenirs. There is a radio station on upper floor, all kind of food from Minas Gerais state. Small shops and restaurant where you can buy or enjoy local delicatessens. Stones souvenirs it's have to buy as region famous for it. Good place to visit with friends and make some shopping.

Read less ▲

Date of experience: December 2019

Trip type: Traveled with friends

Available at <https://www.tripadvisor.com/Attraction_Review-g303374-d1534420-Reviews-or5-Mercado_Central_de_Belo_Horizonte-Belo_Horizonte_State_of_Minis_Gerais.html#REVIEWS>. Accessed in June 2020.

1. Write reviews about tourist attractions from any place around the world that you have been to. You can write about beaches, museums, parks, waterfalls, restaurants, shopping malls, and so on. Use the ideas from the model texts and the tips below to help you on the steps of your writing.

Tips for the writing:

1. Start with a title for your review.
2. Describe the place. (You can use the adjectives from exercise 3 on page 26)
3. Tell how you felt when you were there and give your opinion about this tourist attraction.
4. Rate it from 1 to 5. ○○○○○
5. Tell if people should go visit this tourist attraction and why.
6. Inform when you visited this place.

2. Now go to the Tripadvisor website at <<https://www.tripadvisor.com/UserReview>>; search for the places you have written about and share your reviews with the website users.

Self-assessment



Reflect about your own learning through this unit:

<p>I can do this! I'm ready to move on or explain to a friend.</p>	<p>I'm almost there! I may need more practice or help.</p>	<p>I don't understand. I need more work or help on this.</p>

Available at <<https://www.teacherspayteachers.com/Product/Formative-Self-Assessment-of-Understanding-Poster-Thumbs-Up-Side-Down-3330311>> Accessed in June 2020.

1. Think about your achievements in this unit and write a check mark where you consider most suitable for you.

AT THE END OF THIS UNIT I AM ABLE TO:			
Talk about landmarks, cities, tourist attractions, festivals and outdoor sports.			
Describe places using different adjectives.			
Use the superlative form of the adjectives.			
Write reviews about tourist attractions.			

2. Answer the questions below about unit 1.

a) What section, text or image did you like the most? Why?

b) Which part of the unit do you think will be the most useful for you out of the English classes?

3. Write in the box below some of the words or expressions you have learned through this unit.

UNIT 2

TEACHERS' GUIDE

UNIT 2

AROUND THE WORLD



Warming Up!

Look at the pictures below. They show famous landmarks. Do you know these places? How are they called? What cities and countries are they from? **Personal answer.** / See answer keys.*



Teaching guidelines

This warm up is an introductory activity with a preview of the unit theme. Students must look at the landmarks pictures and try to name them and their location. This exercise may be done orally. You can organize students in pairs so they can discuss the answers with their classmates in order to find it out together.

A complementary activity could be asking the students to think about different landmarks from others countries/cities and to describe them.

Students may not know all the landmarks from the pictures. Introduce them to the students if necessary.

Answer keys *

Landmarks and locations:

- The Louvre Museum (Paris - France)
- Sphinx (Giza - Egypt)
- Colosseum (Rome- Italy)
- Christ the Redeemer statue and Sugarloaf (Rio de Janeiro - Brazil)
- The Statue of Liberty (New York City - USA)
- Taj Mahal (Agra - India)

1. Do you like going to museums? What museums have you been to? What's your favorite kind of museum? **Personal answers.**
2. Look at the image from the text I and answer the following questions.
 - a) What do you think the text is about? **Answers will vary.**
 - b) What kind of information do you believe we can find in this text? **Answers will vary.**

Text I

Natural History Museum FREE

The Natural History Museum is a world-leading visitor attraction and science research centre. It is the most visited natural history museum in Europe, welcoming more than five million visitors each year. **Read More**

About

One of the most iconic and impressive buildings in London, the Museum recently reimaged its spectacular Hintze Hall. Discover star specimens such as Hope – a 25-metre blue whale plunging down from the ceiling, a rock as old as the solar system and one of the UK's most complete dinosaurs.

Other treasures from the Museum's unique collection of more than 80 million specimens can be seen across its many permanent galleries, which includes one of the world's most impressive dinosaur exhibitions.

The Museum has a dynamic programme of temporary exhibitions which includes its world-renowned Wildlife Photographer of the Year exhibition. There is also an exciting after-hours events programme featuring early morning yoga, silent discos and dinosaur sleepovers.

With regular family exhibitions, plenty interactive activities and action-packed school holiday programmes, there's something for everyone at the Natural History Museum.

Opening Times

Open daily 10.00-17.50. Last admission 17.30. Open late on the last Friday of each month. Closed 24 - 26 December.

Adapted from https://www.visitlondon.com/things-to-do/place/427179-natural-history-museum. Accessed in April 2020.

Teaching guidelines

At the "Lead in" students will be introduced to the text I and its main subject topic.

Give students instructions to work with a partner so they can ask and answer question one to each other.

Afterward, tell them to observe Text I's images and its highlight information, then invite students to answer exercise 2.

1. Match the paragraphs 1-4 (from the "about" section) of text I with their correspondent information.
 - (2) Enduring galleries and numbers of specimens.
 - (4) Kinds of activities and target audience.
 - (3) Short-lived Exhibitions and evening events.
 - (1) The building and the outstanding collections.
2. Write if the following statements are T (true) or F (false), according to text I. Correct the false statements.
 - a) The museum collection embraces more the 80 million of specimens. (T)
 - b) The 25 metre whale hanging from the museum ceiling is called Hintze. (F)
The 25 metre whale hanging from the museum ceiling is called Hope.
 - c) The exhibitions and activities are for kids and teenagers only. (F)
The exhibitions and activities are for everyone.
 - d) The museum has one of the world's most spectacular dinosaur exhibitions. (T)
 - e) The museum's building is located in Windsor town, west of London. (F)
The museum's building is located in London.
3. Now Look at the picture from text II and answer.
What do you think Wales Way is? Would you like to go to a place like the one in the picture? What kind of activities do you think you could do in a place like this? **Answers will vary.**

Text II

The Tur Mawr Lighthouse in Anglesey is a scenic stop along the United Kingdom's new North Wales Way.

PHOTOGRAPH BY ALAN NOVELL, ALAMY STOCK PHOTO

Teaching guidelines

Orient students to read Text I carefully in order to answer questions 1 and 2.

Read exercises 1 and 2 aloud and explain what students have to do. (At number one they need to order the topics from 1 to 4 according to the information presented in the paragraphs from text I that talk "about" the Natural History Museum of London. At exercise 2 tell students to write (T) for true or (F) for false at the sentences and correct the false ones.)

Be prepared to help students whenever necessary.

Afterward, tell students to observe Text II's image to answer activity 3. You can ask students exercise 3 individually or give them instructions to work with a partner so they can ask and answer to each other.

Wales Way, United Kingdom

Why go now: Follow far-reaching routes that get the blood pumping

What to know: Three new, fully mapped national touring routes, collectively called the **Wales Way**, showcase the best of this legend-filled land. At 185 miles, the Cambrian Way is the longest of the three roads, snaking north to south along the backbone of Wales. Sandwiched between mountains and sea, the Coastal Way is a sweeping 180-mile journey around Cardigan Bay on the country's west coast. The castle-rich North Wales Way follows a centuries-old trading route 75 miles from northeastern Queensferry to the Isle of Anglesey. Each driving itinerary is a gateway to wider outdoor adventures. Hike in Edmund Hillary's footsteps on Mount Snowdon; inland surf at **Adventure Parc Snowdonia**; or go coastering (a new adventure sport that combines rock climbing, cliff jumping, snorkeling, and more) on the Pembrokeshire coast. —Zane Henry, project editor, *Nat Geo Travel U.K.*

When to go: May–June **How to go:** **Dragon Tours** offers private and group itineraries tailored to participants' interests. Owner/guide Mike Davies holds a graduate degree in medieval Welsh history and can help trace clients' Welsh ancestors. **Read more:** [Here's why Wales is Britain's adventure hub.](#)

Available at <<https://www.nationalgeographic.com/travel/features/best-trips-2020/>>. Accessed in May 2020.

4. Read the text II thoroughly and answer the following questions.

- What are the best months to take the Wales Way road trips? **May and June.**
- What kind of sport is coastering? **See answer keys.***
- Which continent is the Wales Way located? **Europe.**
- Who is Zane Henry? **A project editor from National Geographic.**
- In which of the Wales Way is The Twr Mawr Lighthouse along? **The United Kingdom's new North Wales Way.**

5. Match each of the three Wales way routes with its features. According to text II.

- | | | |
|--------------------|-------|---|
| a) Coastal Way | (b) | It goes along the Wales' north and south. |
| b) Cambrian Way | (c) | It's the shortest of the three routes. |
| c) North Wales Way | (a) | This one is surrounded by mountains on one side and the sea on the other. |

6. The outdoors sports listed below are the ones mentioned in the text II. Find out what the description for each of these activities are and write the sports' names to their correspondent definitions.

hike – surf – rock climbing – (cliff) jumping – snorkeling

- | | |
|---|------------------------|
| the activity of swimming while using a snorkel | snorkeling |
| to push yourself suddenly off the ground and into the air using your legs | (cliff) jumping |
| to walk a long distance, especially in the country | hike |
| to ride on a wave in the sea using a special board | surf |

the sport of climbing on rocks or in mountains: **rock climbing**
Definitions available at <<https://dictionary.cambridge.org/dictionary/english/>>. Accessed in May 2020.

7. Have you ever practiced any of the sports above? What is your favorite sport? Do you think practicing sport is important? Why? **Personal answers.**

Around the world 24

Teaching guidelines

Orient students to read the Text II carefully in order to answer questions 4 - 6.

Read exercises 4 - 6 aloud and explain what students have to do. (At number four they can answer the questions orally or write it down. At number 5, they need to match the columns to link the names of the Wales Way routes mentioned in the text to their features. And to do exercise number 6 they must find out what the definitions of the sports mentioned in Text II are.)

Then, ask students to answer activity number 7 and encourage them to reflect about the importance of practicing physical activities and about the benefits it can bring to their healthy.

Students may not know all the sports mentioned in Text II. Introduce them to the students if necessary.

Answer keys*

Exercise number 4 (b):

A new adventure sport that combines rock climbing, cliff jumping, snorkeling, and more.

Teaching guidelines

At this section students will develop linguistic knowledge and their ability to infer grammar rules inductively through observations of language usage in order to find out how the grammar works on texts I and II.

Ask students to read the excerpts from text I and II and underline their adjectives. Later ask them to observe the excerpts from texts I and II again and tick the appropriate boxes from exercises a-e. They will be inferring some of the superlative form of adjectives rules doing it.

Be prepared to help students whenever necessary.

BOARDING PASS

Language
in focus:



1. Read the excerpts below from texts I and II and underline their adjectives.

- "It is the most visited natural history museum in Europe"
- "One of the most iconic and impressive buildings in London"
- "the Wales Way, showcase the best of this legend-filled land"
- "the Cambrian Way is the longest of the three roads"

2. After reading the sentences above you probably realized that they were written using the superlative form of the adjectives. Knowing that, tick the appropriate box for each exercise below.

- We use superlative forms of adjectives to:**
 - ✓ Demonstrate a higher level of comparison between two things.
 - ✓ Demonstrate a higher level of comparison between three or more things from a similar group.
- In the sentences a and b, the term "the most" is used before the adjectives because:**
 - ✓ The adjectives in the sentences have three or more syllables.
 - The adjectives in the sentences have only one syllable.
- On sentence d, the suffix -est is used with the adjective because:**
 - ✓ The adjective in the sentences have three or more syllables.
 - ✓ The adjective in the sentences have only one syllable.
- On sentence c, the expression "the best" was used because:**
 - ✓ It's the superlative form of the adjective good, which is an irregular adjective.
 - It's the superlative form of the adjective good, and we added the suffix -est to it, because it has only one syllable.
- On sentences a, b, c, and d, the article "the" was used because:**
 - ✓ We always use this article in superlative sentences.
 - We use this article only with short adjectives.

Around the world

25

BOARDING PASS
Grammar
in use: ✈️

- Answer the following questions with your own ideas. Then discuss your opinion with your classmates. **Personal answers.**
 - What is the best place to have fun in your neighborhood?
 - What is the best place to get in touch with nature in your city or state?
 - What is the most interest place in your city/town?
 - What is the most modern city in your state?

- Observe the information about the three cities below and answer the following questions. Write complete sentences.

Cairo	Santiago	Belo Horizonte
Capital of Egypt	Capital of Chile	City in Minas Gerais
Area: 9 085 km²	Elevation: 970 m	Area: 330.9 km²
Elevation: 23 m	Area: 641 km²	Weather: 25°C. Wind N at 6 km/h. 52% Humidity
Weather: 32°C. Wind NW at 14 km/h. 24% Humidity	Founded: February 12, 1541	Population: 1 433 million (2010) United Nations
Local time: Wednesday 17:35	Local time: Wednesday 11:35	Founded: December 12, 1897
Population: 9.5 million (Oct 2018)	Weather: 19°C. Wind N at 10 km/h. 69% Humidity	Local time: Wednesday 12:35
Founded: 969 AD	Population: 5 614 million (2017) United Nations	Elevation: 760 m (2,490 ft)

- Which of the three cities is the largest? (according to it's population). **Cairo.**
 - Which city is the highest? **Belo Horizonte.**
 - What is the coldest city? **Santiago.**
 - What city was the latest to be founded? **Belo Horizonte.**
 - Which one is the oldest city? **Cairo.**
- Now, make superlative sentences using the names of the cities and the adjectives below. Follow the model. **Answers will vary.**

Athens - Amsterdam - Barcelona - Beijing - Buenos Aires - Cape Town - Dubai - London - Moscow - New York - Paris - Rio de Janeiro - Rome - Singapore - Sydney - Tokyo - Toronto

Ancient - Attractive - Beautiful - Boring - Bustling - Calm - Charming - Crowded - Dull - Exciting - Expensive - Fascinating - Inspiring - Lively - Magical - Peaceful - Picturesque - Polluted - Quiet - Rundown - Traditional - Ugly - Unspoiled - Vibrant

Amsterdam is the most charming city in Europe, in my opinion.

Teaching guidelines

In this section students will have the opportunity to use grammar rules in a contextualized way. They'll practice some of the language points they have learned in the previous section.

Organize students in pairs or trios and ask them to answer the questions a - d at exercise 1 and to discuss it with their classmates. Supervise and help them if necessary.

Tell students to observe the information charts from Cairo, Santiago and Belo Horizonte at exercise 2 and answer questions a-e using full sentences. Then, ask them to write sentences using the superlative form of the adjectives from the box and some of the suggested cities given. Orient them to follow the model and write as many sentences as they can. Tell them that they can write about other cities they know and use different adjectives from the ones in the box too if they want.

BOARDING PASS
Speaking ✈️

- Do you like festivals? What holidays or festivals do you usually celebrate? How do you celebrate them? Which one is your favorite? **Personal answers.**
- The pictures below illustrate some famous holidays and festivals celebrated in different parts of the world. Do you know those festivals? Have you been or would you like to go to any of them? Which one? **Personal answers.**



- Interview two of your classmates and talk to them about the festivals above and other famous festivals you know. Ask them what they think about each of those festivals and which one they think is the most (charming, crowded, exciting, fascinating, vibrant and unpleasant) and why. Fill in the chart below. **Answers will vary.**

Which festival do you think is the most...	Classmate 1	Classmate 2
charming?		
crowded?		
exciting?		
fascinating?		
vibrant?		
unpleasant?		


Teaching guidelines



The aim of the this speaking section is to allow students to talk and interact with their classmates and teacher, acquire some vocabulary and reflect about the importance and meaning of some festivals to their community and society.

Talk to students about holidays and festivals, let them bring up some examples and encourage them to talk about the ones they think that are fundamental to determined society and the meaning they have to the people that celebrates them. Then, ask students to work with a partner and answer questions one and two to each other.

Later, organize students in trios to conduct exercise 3. They must interview each other and fill in the chart. Monitor and encourage them whenever necessary.

BOARDING PASS

Listening 

5 Scariest Attractions in The World
158,281 views · 1 year 10 months ago

Available at https://www.youtube.com/watch?v=G_XImEHm5Igs. Accessed in June 2020.

Listen to the audio about "the five Scariest Attractions in the World", from the Trend Central channel on YouTube. Then, answer the questions below and do the following exercises.

1. What do you think about the places mention in the audio? Would you face any of those adventures? Do you know any other scary attractions around the world? **Personal answers.**
2. Listen again and match the five Scariest Attractions in the World to their location.

a) Volcano boarding.	(e)	Border between Nepal and the Tibet
b) 500 foot high bridge.	(b)	China
c) The Blue Hole	(c)	Egypt
d) The world's highest waterfall	(d)	Mexico
e) Mount Everest	(a)	Nicaragua
3. Mark (T) true or (F) false and correct the false statements. **See answer keys.***
 - a) (F) Nicaragua is renowned for its caves and lakes.
 - b) (T) The 500 foot high bridge has no railings, glass, or even a safety net to protect the riders.
 - c) (F) The Blue Hole is a crater with a diameter of about 260 feet and a depth of more than 360 feet.
 - d) (T) Due to its death defying nature, the world's highest waterfall attracts only the most extreme Kayakers.
 - e) (F) The most dangerous aspect of the Mount Everest is to climb up the summit.
4. Answer the questions below. **See answer keys.***
 - a) How fast does the surfing down the volcano eventually go?
 - b) What are the things that lie between the crossers and the bridge in the 500 foot high bridge?
 - c) Why did the craters of the Blue Hole become known as the diver's cemetery?
 - d) How high is the Alseseca Veracruz River Waterfall?
 - e) What are the dangers that many of the Mount Everest's climbers end up having to go through

Around the world 28

Teaching guidelines

This section will work on students' oral comprehension. They will listen to an audio, discuss about it and answer to some questions. Talk to students about the subject of the audio they will be listening. (Scary attractions). Ask them if they enjoy adventures and let they give some examples.

Play the audio and ask students question one and let they answer it orally. Read the exercises 2-4 aloud and explain students what to do before playing the audio again. Pay the audio again and tell students to match the columns at exercise 2; then, to write (T) for true or (F) for false at the sentences from exercise 3 and correct the false sentences; and to answer the questions presented at exercise 4. (Play the audio for a third time during the exercises if necessary).

Answer keys*

False statements correction: (Exercise 3)

- a) (F) Nicaragua is renowned for its volcanoes and beaches.
 c) (F) The Blue Hole is a crater with a diameter of about 160 feet and a depth of more than 330 feet.
 e) (F) The most dangerous aspect of the mountain isn't the climb up the summit, but rather the climb down.

Answers keys from exercise number 4:

- a) It goes on speeds of 50 miles per hour.
 b) The only thing that lies between the crossers and the bridge is the frightening altitude and the fear of miscalculating a step.
 c) The craters become known as the diver's cemetery, all due to many divers losing their lives in attempts of discovering the depths.
 d) 39 meters or 128-foot high.
 e) Many of the Mount Everest's climbers end up having to go through all of Everest dangers such as, altitude sickness, unruly weather, and even the occasional avalanche.

Audio script - "The five Scariest Attractions in the World"

Hi everyone! Now the world's filled with adrenaline junkies along with the wide variety of attractions, some being more dangerous than others. So, when the two combine, it leads to some very crazy outcomes. From surfing down a volcano, to kayaking down the world's tallest Waterfall. Here are five of these scariest attractions located all around the world. Ready to be amazed? Well, let's get it on...

Number five: Volcano boarding. Everyone's very familiar with ordinary surfing. However, what about surfing down a volcano? Well, that my friends, is only possible in several parts of the world and one of those happened to be Nicaragua, which is renowned for its volcanoes and beaches. The thought of surfing down a volcano alone is very bizarre. In fact, only thrill-seekers and adrenaline junkies are daring enough to hike up the 2388 foot volcano to eventually surf down at speeds of 50 miles per hour. Although all that sounds very dangerous and all; thousands of travelers head up the ridge on a daily basis ready to surf down on custom plywood boards.

Number four: 500 foot high bridge. China loves constructing some of the world's strangest bridges, and this bridge is absolutely no exception. Located at the Wansheng Ordovician Park in China, lies this red painted steel bridge, which has no railings, glass, or even a safety net to protect the unlucky riders. The only thing that lies between the crossers and the bridge is the frightening altitude and the fear of miscalculating a step. Would you be able to complete the attraction knowing that there's absolutely nothing beneath you? Well, if you do attempt it, just be sure you're prepared.

Number three: the Blue Hole. This is Egypt's Blue Hole. It's a crater with a diameter of about 160 feet and a depth of more than 330 feet. The crater contains a mysterious tunnel that attracts diving enthusiasts to discover the unknown depths of the sea. Unfortunately over the years, the craters become known as the diver's cemetery, all due to many divers losing their lives in attempts of discovering the depths. It's the most lethal diving site in the world as far as underwater tunnels go. All due to it being twice the recommended depth for scuba diving which creates the perfect conditions for nitrogen narcosis to set it.

Number two: Mexico waterfall Here is the world's highest waterfall which stands at a height of 39 meters high and attracts only the most extreme Kayakers, simply due to its death defying nature. It's located in Mexico. Home to the Alseseca Veracruz River and each year a select group of thrill-seekers put their lives at risk to attempt the 128-foot tall waterfall. Although no deaths have ever occurred, it's very common for the kayakers to end up needing stitches and a couple of ice packs after the danger is stuck.

Number one: Mount Everest Mount. Everest is the Earth's highest mountain above sea level, which stands at a height of over 29,000 feet tall. Each year, the mountain attracts many climbers. Many of which end up having to go through all of Everest dangers such as, altitude sickness, unruly weather, and even the occasional avalanche. However, the most dangerous aspect of the mountain isn't the climb up the summit, but rather the climb down. In fact, nearly 300 unlucky travelers have lost their lives to the harsh conditions of the mountain which is why the dangerous climb isn't encouraged no matter the skill of the individual.

Let's write ✈️

Tripadvisor is an American website and app with user-generated content. It offers online hotel reservations, bookings for transportation, lodging, restaurants, and travel experiences. Travelers across the globe use the Tripadvisor site and app to browse and write reviews and opinions on places, accommodations, restaurants, experiences, airlines and cruises.

Observe the model texts below written by Trip Advisor website's members about reviews of the Belo Horizonte's Mercado Central and then do the following exercises.

tripadvisor.com/Attraction_Review-g303374-d1534420-Reviews-05-Mercado_Central_de_Belo_Horizonte-Belo_Horizonte_State_of_Minas_Gerais.html#REVIEWS

See all things to do in Belo Horizonte

Tours & Tickets Nearby Reviews

Mauricio L wrote a review Feb 2020
Belo Horizonte, MG • 2 contributions • 1 helpful vote

★★★★★

One of a kind!!!

Being a local resident, I can recommend this place as a typical and unique place in town. It has been the central food market of the city since the 1920's. Fresh fruits and vegetables, some typical from the region, butchers shop, household appliances, best in country regional sugar cane spirits (cachaça) and cheeses. "Stand up" bars where you can taste some unique local flavours.

Read less

Date of experience: February 2020

Ruslan R wrote a review Dec 2019
London, United Kingdom • 43 contributions • 7 helpful votes

★★★★★

All Brazil in one place

Very busy place with a lot of small shops from all Brazil and of course typical Mineiros food, drinks and souvenirs. There is a radio station on upper floor, all kind of food from Minas Gerais state. Small shops and restaurant where you can buy or enjoy local delicatessens. Stones souvenirs it's have to buy as region famous for it. Good place to visit with friends and make some shopping.

Read less

Date of experience: December 2019

Trip type: Traveled with friends

Available at <https://www.tripadvisor.com/Attraction_Review-g303374-d1534420-Reviews-05-Mercado_Central_de_Belo_Horizonte-Belo_Horizonte_State_of_Minas_Gerais.html#REVIEWS> Accessed in June 2020.

1. Write reviews about tourist attractions from any place around the world that you have been to. You can write about beaches, museums, parks, waterfalls, restaurants, shopping malls, and so on. Use the ideas from the model texts and the tips below to help you on the steps of your writing.

Tips for the writing:

1. Start with a title for your review.
2. Describe the place. (You can use the adjectives from exercise 3 on page 26)
3. Tell how you felt when you were there and give your opinion about this tourist attraction.
4. Rate it from 1 to 5. ○○○○○
5. Tell if people should go visit this tourist attraction and why.
6. Inform when you visited this place.

2. Now go to the Tripadvisor website at <<https://www.tripadvisor.com/UserReview>>; search for the places you have written about and share your reviews with the website users.

Teaching guidelines

In this section students will work with tourist attractions reviews. They will read to model texts and follow some tips to write their own review. Later they will be able to share their writing on the internet.

Read the information box about the Tripadvisor website aloud and talk to students about the website functions and how it works. Ask them if they have used it before and if they say yes, ask them what the purpose of their search in the website was.

Tell them to read the reviews about the Mercado Central of Belo Horizonte and ask them if they have been to there before and if they agree with the reviews they have read. Then, ask them to think about some tourist attraction they have been to and to follow the tips given to write reviews about them. (They can write about one, two, or three places). Afterward, explain to students how to access and share their reviews on the Tripadvisor website.

Self-assessment ✈️

Reflect about your own learning through this unit:

I can do this! I'm ready to move on or explain to a friend.

I'm almost there! I may need more practice or help.

I don't understand. I need more work or help on this.

Available at <<https://www.teacherspayteachers.com/Product/Formative-Self-Assessment-of-Understanding-Poster-Thumbs-Up-Side-Down-3303915>> Accessed in June 2020.

1. Think about your achievements in this unit and write a check mark where you consider most suitable for you. **Personal answers.**

AT THE END OF THIS UNIT I AM ABLE TO:			
Talk about landmarks, cities, tourist attractions, festivals and outdoor sports.			
Describe places using different adjectives.			
Use the superlative form of the adjectives.			
Write reviews about tourist attractions.			

2. Answer the questions below about unit 1.

- a) What section, text or image did you like the most? Why? **Personal answers.**
- b) Which part of the unit do you think will be the most useful for you out of the English classes? **Personal answers.**

3. Write in the box below some of the words or expressions you have learned through this unit. **Personal answers.**

Teaching guidelines

To wrap up, students will face a briefly "Self-assessment" to check their progress through Unit 1. Ask students to reflect about their learning through the "Around the world" unit.

Tell them to think about the unit goals (presented at the chart at exercise 1) and if they have achieved them completely, moderately or if they didn't achieved it and to write checkmark on the chart according to their progress (thumb up, thumb sideways, or thumb down). If a student or more students write the checkmark at thumbs sideways or down, the teacher should give them suggestions and instructions, according to each student needs, so they can achieve their goals.

At activity two, ask students to reflect individually about what they think was the most interesting topic from the unit and why. And then what part of the unit they believe will be the most useful to their life (outside the classroom).

To conclude, ask students to go back on the previous pages of the unit and to reflect about the words they have learned through this unit and to write them down in the box at activity 3.

RATIONALE

“It is good to learn” is a material developed to teaching proposes and as stated in the introduction of this paper it was designed to be taught to teenagers’ students on level B1, according to the international parameter measured by the Common European Framework of Reference for Languages (CEFR). It was planned based on the CLT approach (Communication Language Teaching), where the focus is on meaningful communication. As Richards and Rodgers states:

The Communicative approach “refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include: – Learners learn a language through using it to communicate. – Authentic and meaningful communication should be the goal of classroom activities. – Fluency is an important dimension of communication. – Communication involves the integration of different language skills. – Learning is a process of creative construction and involves trial and error. (RICHARDS; RODGERS, 2001, p.172)

In both units students are given tasks to accomplish using language through different real life situations, and throughout authentic texts. The activities from all sections presented promote interaction and meaningful communication between the students and the teacher. The units emphasize similarly the four language skills (reading, listening, speaking and writing) integrated; and they also allow students to be creative and to talk about their personal experiences and opinion in order to achieve their fluency to communicate in the target language.

The thematic of the first unit (*Popcorn Time*) is movies and the second (*Around the world*) is traveling. They were chosen considering its public and the possible topics that could call students` attention. As it is known, having interested in a topic or subject shows to lead students to a better performance of the learning process.

Being interested in something- a school assignment, a work related responsibility, or a museum exhibit- has been repeatedly shown to benefit the interested person. People who are interested in what they are doing are recognizable because they tend to have positive feelings, be invigorated, and choose to reengage with a particular object/activity/idea, or content, repeatedly. Their engagement with the content is distinctive and appears to be self-sustaining; their interest positively affects their attention, goal setting, comprehension, motivation, and learning. (RENNINGER; HIDI, 2016, P. 1).

The aim of the units theme was thus to allow students to learn in an enjoyable way, and to call their interest and attention, however the material also encourage them to be critical, to reflect

about the mentioned topics and argue about the problems and benefits they present. Therefore the critical thinking comes integrated to the units` activities. In the writing tasks for example, students will read texts and write their opinion on movies they have watched and tourist places they have visited. They will be allowed to analyze, reflect and evaluate the movie and the attractions. They will also be asked to talk about holidays and festival that are celebrated in different parts of the world and reflect about their meaning to the society. Likewise, students will be allowed to discuss about sports and reflect on the importance of practicing it. These activities also relates to CL (Critical Literacy). As Valério and Matos states, The CL can lead students “to critical reflection on their culture and daily routine, thus bringing them to question their condition” (MATTOS; VALÉRIO, 2018 p. 320).

The two units are divided into nine sections, including a warm up of the unit, a pre reading and a post reading section, two grammar sections, a listening, a speaking, a writing and a self-assessment section.

In the *Warming up* students will face pictures and photos related to the thematic of the units to awake their minds and call their attention to what the units will be about. In Unit 1 a variety of movie posters are exposed and students will be invited to discuss about them and to identify their genres. In Unit 2 there are landmarks` photos from different parts of the world and students will have the opportunity to share their knowledge about those places, including their names and location. In both units` teachers guide there is also a suggestion of complementary activity to arouse students` communication.

The *Lead in* section brings the pre reading activities where students will have opportunities to answer to personal questions related to the subject of the text and to observe the highlighted information from the texts to talk and share their knowledge about the topic with their classmates; and identify what the text will be about. In both units the lead in activities are student-centered and will work with students` background knowledge and make a bridge to the new. In *Popcorn time* unit, students will be able to share their tastes and liking for movies. And then talk about the movie from the *Jurassic Park* text. Students that have watched the film before will be able to talk about its plot and other remarkable aspects of it. On *Around the world* the lead in section is centered in the *Natural History Museum* (of London) text, on what students will talk about museums and share their experiences related to its topic. The ones that have been to museums (mainly natural history museums) will be able to describe more features of this kind of

attraction and share more information with their classmates. And the ones that have never been to this kind of museum probably will have seen it on the internet or movies, so they can share their experiences and their knowledge about it anyway. They will also have opportunities to talk about the kind of museums they like the most.

On **Reading**, students will read and analyze the texts information and answer to some questions to check their understanding. There are activities that explore the reading comprehension of the main information of the text as ticking the boxes with the items mentioned in the text and matching paragraphs according to the order that subjects are mentioned in the text. There are also activities that seek for more specific information related to the text details, as open questions, true or false and matching columns exercises. In the *Around the world* unit there is also a vocabulary activity included to the reading section where students will work with the sports mentioned on its text II (*Wales Way, United Kingdom*) and the definitions of those sports, and they will be able to talk about their favorites sports and discuss about the importance of doing physical activities.

The sections *Language Focus* and *Grammar in use* were both designed with emphasis in Communication message. They work with contextualized activities and authentic technology-based genre texts, once that the texts were found on the internet and have real purposes. The sections stated allow students to induce and discover grammar rules spontaneously and to put it in practice. They integrate the reading skills to the grammar knowledge; and provide opportunities to students learn both: accuracy and fluency, inductively. According to KE: “the most important job in teaching them English grammar is perhaps nothing more than to make them aware of this subconscious knowledge of theirs and to convert it into a conscious knowledge” (KE, Zhou. 2008 p.1). So, that is the aim of the grammar sections.

Language focus comes right after the reading activities in both units and works though the texts students have read. On *Popcorn Time* students will analyze some excerpts of the Jurassic Park text in order to identify how Passive Voice works on the text and to comprehend its use. On *Around the world* the strategy is similar, but they will work with two texts (the one about the Natural History Museum of London and the other one regarding to the Wales Way routes) so they can analyze some of their sentences and find out the main rules concerning to the superlative form of the adjectives.

Grammar in use will allow students to practice what they have acknowledged and work with grammar structures contextualized. In the first unit they will apply the Passive Voice to some of the sentences of the text (*Jurassic Park*) in order to put their focus on the action. And then, in the second activity, they will be able to infer the main rules of the Passive Voice. In the second unit, at first they will face a student-centered activity on what they will answer to personal opinion questions and discuss about it with their classmates, practicing the superlative form of the adjectives to talk about their own viewpoint. Secondly, they will analyze three charts (about cities information) and comparing them in order to find out the one that have the higher level of the comparison requested, practicing the grammar topic meaningfully. And the third activity is a semi-controlled task where students will create superlative sentences observing the model structure and using some suggested nouns and adjectives.

In the *Speaking* sections students will have opportunities to interact to each other, discuss about some topics, and to use non-verbal texts and the vocabulary given in a meaningful conversation, following the communicative purposes in learning English.

“The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.” (RICHARDS; RODGERS, 2001, p.165)

Both units engage students to communicate and allow conversations and interaction between students and teacher through all sections, especially in the speaking one. In unit one, students will be invited to get together in pairs to talk about the feelings and emotions that movies can make people feel. Using adjectives such as excited, happy, keyed up, relaxed, romantic, and scared, for example. They will give examples of movies and the feelings they bring. Then, they will observe some movie posters to discuss how they think people feel while watching to those specific movies. And in the third activity they will work on groups of three students in order to interview each other and discover what movies make them feel the emotions stated above. In the unit two, the activities are very similar to the first one, but, besides of movies and feelings they will talk about holidays and festivals, and their features. In short, the speaking sections will allow students to discuss about the units theme and use the vocabulary presented meaningfully; talking about real life situations.

Listening will explore students' oral comprehension through authentic oral texts; extracted from the YouTube platform. An interview with actors (in *Popcorn Time*), and a speech about scary attractions (in *Around the world*). The aim of this section is to prepare students for real listening situations. In both units students will be encouraged to listen for general understanding first, and then they will be able to listen to the audios for a second time in order to pick up the details. As Ayuanita states students "must get into the habit of letting the whole tape wash over them on first hearing thus achieving general comprehension before returning to listen for specific detail." (AYUANITA, Kristanti, 2013, p.116) Otherwise students may try to focus on particular points first and if they fail to recognize a specific word or sentence they might panic and fail in terms of general comprehension.

There is a pre-listening conversation suggestion in the teachers' guide where learners will be able to express their opinion and knowledge about the subjects that will be mentioned in the texts. After listening to the interview or the speech, they will be answering to global comprehension questions where they will be required to attempt to understand the overall meaning of the text and express their opinion about it. Afterwards, there will be true or false, matching columns, and open questions activities to verify students' comprehension concerning to some specific items of the texts.

The written activities in the *Let's write* section allow students to work with real world situations like creating movies reviews, and producing reviews about tourist attractions to be posted on websites like "*The Rotten Tomatoes*" and "*The Trip advisor*". The instructions are contextualized and there are authentic text reviews as examples of the activity, thus they can recognize the meaning of the proposal. Its Applicability is based on students' age and their reality, since nowadays, people in general, and principally teenagers are used to be attached to websites, social Medias and the entire internet as a whole for most of their time, it would be adequate and meaningful to these students to write reviews to be posted online.

The **Self-assessment** aim is to allow students the autonomy of reflecting on their own progress though the unit and to verify their achievements and their needs to do better. According to Brown "The principle of autonomy stands out as one of the primary foundation stones of successful learning." (BROWN, Douglas H., 2004, p. 270). In this last section, learners will also be able to think about the meaning of what they have learned and analyze its practicality to their life.

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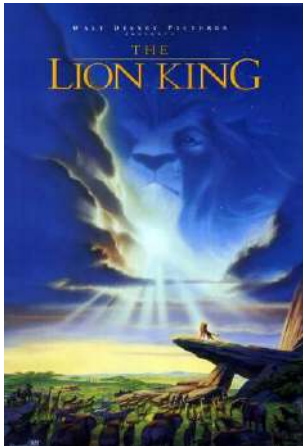
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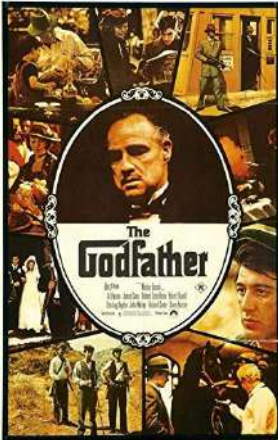
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I can do this! I'm ready to move on or explain to a friend.

Made by Just a Simple Teacher



I'm almost there! I may need more practice or help.

Made by Just a Simple Teacher



I don't understand. I need more work or help on this.

Made by Just a Simple Teacher

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