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Programa de Pós-graduação em Estudos Linguísticos - POSLIN  
Curso de Especialização em Ensino de Inglês – CEI

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**MATERIAL DEVELOPMENT IN THE EFL CLASSROOM**

Belo Horizonte

2019

Cristiane Veloso Costa

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Monografia de especialização apresentada à Faculdade de Letras, Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Ensino de Inglês

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Belo Horizonte

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Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Língua Inglesa

## ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

**Nome do aluno(a): CRISTIANE VELOSO COSTA**

**Título do trabalho: MATERIAL DEVELOPMENT IN THE EFL CLASSROOM**

No dia 01 de agosto de 2019, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a argüição 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:

Prof(a). Marisa Mendonça Carneiro indicou a APROVAÇÃO do(a) candidato(a);

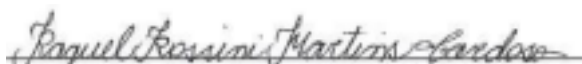
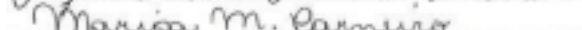
Prof(a). Raquel Rossini Martins Cardoso indicou a APROVAÇÃO do(a) candidato(a);

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

NOTA: 88,0/100

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, 01 de agosto de 2019.

## Resumo

O presente trabalho de monografia foi desenvolvido ao final do curso de especialização em Língua Inglesa promovido pela Faculdade de Letras, do Programa de Pós-graduação em Estudos Linguísticos - POSLIN, UFMG. Este trabalho tem como proposta a elaboração de materiais didáticos para o ensino de Língua Inglesa, consistindo em dois capítulos de livros didáticos, desenvolvidos sem fim comercial. Ambas unidades foram elaboradas com textos autênticos e que abrangem as quatro habilidades fundamentais do ensino de língua estrangeira, são elas: compreensão textual; compreensão auditiva; expressão oral; e expressão escrita. As unidades têm como público alvo aprendizes do nível B2, que é o quarto nível do Quadro Europeu Comum de Referência. As atividades propostas foram baseadas em uma abordagem comunicativa, com vistas a promover não somente uma comunicação autêntica e relevante para o aprendiz, mas também conta com uma seção que objetiva reflexões sob a perspectiva teórica do Letramento Crítico, com o objetivo de encorajar a leitura de um texto de maneira ativa e reflexiva com o intuito de compreender as relações de poder que regem diferentes setores da sociedade.

Palavras-chave: Elaboração de Materiais. Ensino em Língua Inglesa. Letramento Crítico. Abordagem Comunicativa.



## **Abstract**

This final course assignment is a requirement to obtain the certificate of specialist in English Language granted by the Specialisation Course in English Language Teaching from the Post Graduation Program in Linguistic Studies of UFMG. It consists of two coursebook units designed for B2 levels, which is the fourth level within the Common European Framework of Reference. Both units contain authentic texts and encompass the four basic language skills used in the field of Teaching English as a Foreign Language, which are: Reading Comprehension; Listening Comprehension; Oral Production; and Writing Production. The activities are based on Communicative Approach, aiming at encouraging authentic and meaningful communication among learners. They present a section specially designed to foster critical thinking in the light of the Critical Literacy Perspective, which assists in the development of the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in society.

Keywords: Material Development.English Language Teaching.Critical Literacy.  
Communicative Approach.

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## Introduction

This final course assignment is a requirement of The Specialisation Course in English Language Teaching at CEI - UFMG . This work was not developed for commercial purposes and must not be reproduced without the author's consent.

It consists of two coursebook units with an "Appendix A" containing an *Oral Presentation Criteria* handout to be used by both students and teachers to give feedback on oral presentations. It also has a "Teacher's Guide" containing teaching guidelines, "Answer Keys" to the exercises; a "Rationale" outlining the theoretical basis of this work and the reasons behind my choices of texts and activities; and the references used.

Both units are divided into six sections, as follows: "Introduction"; "Reading"; "Grammar in Use"; "Listening"; "Writing"; and "Speaking". The first part contains pictures along with questions aiming to trigger initial discussion about the topic. The second one intends to develop reading comprehension skills as well as to present new vocabulary. The third section emphasises specific grammar points and their usage. The fourth one aims to develop listening skills and strategies. The purpose of the fifth section is to develop writing skills. The last one is intended to develop oral genres.

Regarding target audience, Unit 1 and Unit 2 were designed for B2 levels, respectively. In addition, the target audience are learners who study at private language schools, which is the environment I am most familiar with. Since the target age group are teenagers between 14 and 16 years old, I have chosen to include topics more relevant and appealing to them. For instance, Unit 1, whose title is "Getting Involved", brings activities that foster reflection upon the roles they play in society as well as the impact of their actions in the community; whereas Unit 2, whose title is "Eating Habits", offers an opportunity for learners to think about the consequences of people's - and their own - eating habits for the environment and how much our minds are culturally conditioned to take at face value what we read or have been taught to believe.

## Unit 1- Getting Involved



Image 1



Image 2



Image 3

### Discussion:

1. What do these three photos have in common? Discuss in which ways they can be beneficial for the community.
2. Do you think it's important to get involved in your local community? Why?

### Reading

1. Read the following text quickly and answer:

- a) What's the text about?

<sup>1</sup> <https://www.classicfm.com/artists/julian-loyd-webber/guides/julian-loyd-webber-a-career-in-pictures/julian-loyd-webber-busker/>

<sup>2</sup> <https://www.charitiesblog.net/activities/your-community-needs-your-help/>

<sup>3</sup> <http://mentalfloss.com/article/516375/7-ways-communities-can-help-each-other-emergencies>

It happened so quickly. I'd just quit my job at an after school program. I'd been unemployed for three days. I was waiting for my train at the 125th Street Station, and I noticed so much animosity. It didn't feel like a sharing and caring kind of place. So I said to myself: 'I'm going to help change the pace.' I went to visit my high school chorus teacher, Mr. Williams, and I told him: 'I want to sing on 125th Street.' He thought it was a great idea. He said that he'd done the same thing when he was my age. Together we found a cheap amp and microphone, and I gave it a try. My first day was a Tuesday. I stood on the downtown platform. I'd never sung in public before. I was so nervous that I couldn't find my voice. I wasn't exactly mute, but I wasn't fully singing either. Then an old lady came up to me. I'm pretty sure she was an angel. She told me: 'Sing Whitney Houston.' Then she stood there, and kept saying: 'Louder, louder, louder,' until I was singing full volume. I made \$60 that day. And I got so much positive feedback. Now I'm singing four days a week and making enough to provide for me and my daughter. And I get so much love. So much love. So, so much love.



Image 4 <sup>4</sup>

2. Now, read the text again and write true (T) or false (F) for the following statements:

- a) The woman was going to work when she got on the train. ( )
- b) She decided to sing because she felt a welcoming atmosphere. ( )

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<sup>4</sup> <https://www.humansofnewyork.com/post/181653200896/it-happened-so-quickly-id-just-quit-my-job-at>

- c) Her former chorus teacher supported her decision to sing. ( )
- d) She got help from a stranger on her first day singing. ( )
- e) Being a busker is emotionally rewarding for her. ( )

3. Food for Thought.

- a) Do you think citizens should help improve their communities or do you think it is a role to be played by the government?
- b) Do you think the woman from the text is helping improve her community? If so, in which ways? If you don't think so, give reasons to support your opinion.

Grammar in Use

1. Circle the correct option **in bold** about the quote: "I'd just quit my job at an after school program.":

- a) The woman quit her job **after/ before** she decided to sing.

2. Find two more similar examples in the text and decide which action comes first.

E.g.: "When she had finished her oatmeal, Jane flipped the pages of her worn, pen-marked Bible." <sup>5</sup>

1st action: She finished her oatmeal.

2nd action: She flipped the pages of her bible.

Example 1: \_\_\_\_\_

1st action: \_\_\_\_\_

2nd action: \_\_\_\_\_

Example 2: \_\_\_\_\_

1st action: \_\_\_\_\_

2nd action: \_\_\_\_\_

3. Circle the correct option **in bold**:

- a) The first action is written in the **present perfect/ past perfect** tense.
- b) The second action is written in the **past simple/ present simple** tense.
- c) The past perfect tense is formed by adding 'had' + **past participle/ past tense**

<sup>5</sup> Taken from: <https://www.english-corpora.org/coca/>

4. Join the the sentences<sup>6</sup> below using the word given.

Follow the example:

Example: 1st: He worked as a volunteer. / 2nd: He got a part-time job at an NGO.

He had worked as a volunteer BEFORE he got a part-time job at an NGO.

a) 1st: Anne looked after seniors at home cares. / 2nd: Anne became a licensed nurse.

\_\_\_\_\_ BEFORE \_\_\_\_\_.

b) 1st: Joe didn't fundraise for the homeless./ 2nd: Joe joined a charity organisation.

\_\_\_\_\_ BEFORE \_\_\_\_\_.

c) 1st: They brought the rest of the money to the king./ 2nd: They finished.<sup>7</sup>

WHEN \_\_\_\_\_.

d) 1st: The cartoons were over./ 2nd: She finished yelling.<sup>8</sup>

BY THE TIME \_\_\_\_\_.

5- Practice.

Just like the last exercise, write down two life situations from your past. Then join them using one of the structures above. Share with your partner and see if she/he can identify which action comes first. Take turns.

Listening

1. How to help others in your community?<sup>9</sup> Rank each of the items below in order of importance for you. Complete letter g) with your own idea.

(1= the most important and 7= the least important)

a) ( ) donate money

b) ( ) support local businesses

c) ( ) recycle and compost

d) ( ) save energy and water

e) ( ) volunteer for a group you admire

f) ( ) pick up litter from streets

g) ( ) \_\_\_\_\_

<sup>6</sup> Sentences A and B have been taken from: <https://www.english-corpora.org/coca/>

<sup>7</sup> Taken from: [https://biblehub.com/2\\_chronicles/24-14.htm](https://biblehub.com/2_chronicles/24-14.htm)

<sup>8</sup> Taken from: [https://twitter.com/d\\_m\\_club/status/1144432833022193664](https://twitter.com/d_m_club/status/1144432833022193664)

<sup>9</sup> Sentences taken from: <https://www.english-corpora.org/coca/>



2. Watch Gerry Mendria's video on 'How To Help Others In Your Community' and do the following tasks:<sup>10</sup> (Link to video: <https://www.youtube.com/watch?v=c0hR1fygSJU>)

2.1 Read the ideas listed below and tick the ones **mentioned** on the video.

- Help your community garden
- Help your local food bank
- Help a neighbour washing their car
- Pick up groceries for the elderly
- Take an elderly neighbour to the doctor
- Take out an elderly neighbour's rubbish
- Help someone if the weather is bad
- If a friend is sick, walk their dog.

2.2 Watch the video again and answer questions 1-6 below. Only ONE option is correct:

1- Gerry feels that the community grows stronger when people...

- a) vote in politicians who are committed
- b) become involved in the community affairs
- c) spend some time discussing community issues

2- Why does he mention money donation?

- a) because this is the most common way people help in the community
- b) because this is the fastest way to help in the community
- c) because community organisations need money

3- He suggests volunteering for organisations because...

- a) they are increasing in numbers
- b) it's an easy way to help
- c) budget has been cut back

4 - Why does he say "put a smile in your face" to the viewer?

- a) to encourage the viewer to help
- b) to emphasise that helping can be simple

---

<sup>10</sup> <https://www.youtube.com/watch?v=c0hR1fygSJU>

c) so that the viewer can help seniors fight depression

5- He tells that his wife and he pick up dog's poop around the streets.

Why does he say it?

a) to say that people tend to follow examples

b) to criticise owners who don't clean after their dogs

c) to highlight the importance of keeping cities clean

6- He thinks the best way to help is to...

a) Volunteer for good causes

b) be friendly with people around you

c) start locally doing what you can

2.3 In groups, identify one problem in your community and discuss ways to help improve the situation. Write them down.

Writing

Read Junior Mtonga's personal story<sup>11</sup> and do the tasks below:



Image 5

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11

<https://www.edenprojectcommunities.com/inspiring-stories/how-i-developed-successful-support-network-my-community>

Junior Mtonga was keen to create a sense of community in his local area, which is undergoing a huge amount of redevelopment. He started by organising community events, which then led on to taking over an empty commercial space in Canary Wharf, London and creating a pop-up shop. Now, as founder and director of 1 Love Community, he is a positive voice for change and has the ambition to improve people's quality of life in the city.

## THE CHALLENGE

Junior and his team first got together over three years ago with the aim of organising events that would help develop relationships within their community. Their initial aim was to hook up with other with actively minded locals in order to form a network which could then take positive steps towards creating a better environment for them all to live in. Initially called 'One Love Get Real', Junior's network searched for ways to be able to alleviate the pressures experienced by people at an individual and communal level.

'I love life, I love people, genuinely' says Junior, 'and I just want to see improvements in the world that we live in, and however which way I can contribute to that – I will. Probably forever.'

The network has now evolved into a Community Interest Company, 1 Love Community. As Junior says: 'Our aim is to establish projects and practices that can easily be replicated by others to help enhance their experience of the social world; especially in cities where there is a noticeable disintegration of community.'

## IMPACT

'We truly value the term "love thy neighbour" and we now feel that we're well placed to develop programmes for others to experience and enjoy. There are so many benefits to this seemingly long forgotten concept that are so important at a time when urban environments are becoming increasingly more populated. To achieve this we employ creative, inclusive and educational means that promote equality, harmony and empowerment... as one... with love.. for the community.'

Catch up with what Junior and his team are up to via the [1Love Community website](#), [Facebook](#) and [Instagram](#).

1. Match questions a-c below to answers d-f:

- a) What did he do to improve his community?
- b) What was his aim?
- c) How is Junior's project beneficial for his community?
- d) ( ) It promotes equality, harmony and empowerment.
- e) ( ) To establish projects and practices that can enhance people's social experience.
- f) ( ) He opened a pop-up shop.

2. Junior Mtonga's personal story is divided into 4 headings to help readers to follow the text. Sentences a-d below sum up the idea of each heading in the text. Complete each gap with the corresponding heading from the text:

- a) He reports what benefits his project offers to the community. This corresponds to heading \_\_\_\_\_
- b) Gives a general idea of what Junior's project is. This corresponds to heading \_\_\_\_\_
- c) Describes the beginning of the project. This corresponds to heading \_\_\_\_\_
- d) The actions he took to set up his shop. This corresponds to heading \_\_\_\_\_

3- Now it's your turn. Your school wants to launch a project to encourage students to get involved in the local community in order to improve it. The school newspaper is calling for inspiring personal stories of how to help your community. You decide to write a personal account about something you've done that made life in the community better. Use the text above as an example. (Your text should have at least 150 words.)

You MUST include:

- What you did (plans and actions);
- Why you did that;
- Why do you think it is beneficial for the community;
- At least 3 sentences using the past perfect form.

4- Organise an exhibition of all the accounts written so that they can be shared among the whole class.

Speaking

Below is an outline of what an oral presentation should be like.<sup>12</sup> Read it and answer the question that follows:

<p>Introduction</p> <ul style="list-style-type: none"> <li>● Introduce yourself</li> <li>● State topic/problem clearly</li> </ul> <p>Body</p> <ul style="list-style-type: none"> <li>● Give examples</li> </ul>
---

<sup>12</sup> Adapted from: <http://iteslj.org/Techniques/Webster-OralPresentations.html>

- Give statistical information if relevant

#### Conclusion

- Summarise your talk
- Give suggestions, solutions to address the problem

1. Read the expressions and complete the chart<sup>13</sup> (a-c) with *Introduction, Body or Conclusion*.

a) _____	b) _____	c) _____
To sum up, in order to solve this problem...	My name is...	For example,....
Taking into account all that has been said, I suggest...	I'm here because I've noticed/ I'm worried about....	This problem has been causing...

2. It's your turn. You and your group decide to present your ideas from section 2.3 to your school principal in order to help improve your local community. Using the outline and expressions seen above, make a short ORAL PRESENTATION stating the problem and the solutions you came up with. Don't forget to include in your presentation:

- Initial greetings (introduce yourself properly and explain what you are there for.);
- State the problem you noticed (explain how this problem affect the community.);
- Give ideas to tackle the problem or improve the situation (explain how it can be done);
- Make use of visual aids to help your audience follow your oral presentation.

Oral presentation feedback:

Students in the audience should give feedback on their classmates' presentations using the *Oral Presentation Feedback Criteria* handout:<sup>14</sup>

<sup>13</sup> Sentences taken from: <https://www.english-corpora.org/coca/>

<sup>14</sup> See in Appendix A

## Appendix A:

Oral presentation feedback criteria	Well-done	Good	Needs improvement
Visual aids	Very well-prepared. They help audience follow the presentation effectively.	Satisfactory. They help audience follow the presentation, but sometimes it's difficult to follow.	Poor. They don't help audience follow the presentation.
Content	Student talks about all the important points and exceeds task requirements.	Student talks about all the important points, but doesn't exceed task requirements.	Student doesn't talk about all the important points. Information is missing.
Language	High level of fluency. Student is very well-prepared and knows what they have to say.	Satisfactory. Student makes long pauses and sometimes forgets what they have to say, but manages to communicate.	Poor. Student speaks in Portuguese sometimes and doesn't communicate their ideas effectively.
Posture	Student makes eye contact with the audience at all times. Voice is clear.	Student makes eye contact with the audience sometimes. Voice is clear most of the time.	Student makes very little eye contact with the audience. Voice isn't clear most of the time

## Unit 2 - Eating Habits



15 image 6



16 image 7



17 image 8

Look at the pictures and discuss the following questions:

1. Which picture do you most identify with?
2. What are the impacts of each diet on the environment?
3. Would you like to change your diet in some way? Why/why not?

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15

[https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRDcZiNrpQVDhCBJYsSjysXLVX\\_7Ezlj5yAvKo6Y-LYnSGQwEQ](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRDcZiNrpQVDhCBJYsSjysXLVX_7Ezlj5yAvKo6Y-LYnSGQwEQ)

16 <https://gousto.gurucloud.co.uk/wp-content/uploads/2018/11/green-plate-1.jpg>

17 <https://abbottfamily.com.sg/articles/science/complete-nutrition>

## Reading



Image 9

## Why Eat Bugs?

**We should all eat bugs.** Eating insects can have a positive effect on your life in a variety of ways. There is the personal experience, the global experience and the environmental impact that eating insects can have.

- ❑ Adding insects to our diets will bring out new tastes and textures with a whole new palate experience.
- ❑ Insects are nutritious and packed with protein that has all of the essential amino acids. They are high in iron, calcium and B12. They are a great source of Omega 3 and are prebiotics – nutrition for probiotics.
- ❑ Meat production is a major cause of global warming and is unsustainable. Adding insects to diets worldwide will reduce the need for meat and therefore help fight global warming.

**Eating Bugs is Good for Us and Good for the Planet!**Add Bugs to Your Meals

Many people are surprised by how good insects taste; and that insects come in such a wide variety of flavors. Crickets are referred to as having a “nutty” flavor while, for example, water scorpions taste like pumpkin seeds, and katydids have a pistachio-like flavor.

It may not surprise you that the hardest insect to eat is... your first one. After that, you'll find it easier to accept, (sushi was 'icky' when new to North America until the California Roll was



introduced) and pretty soon you'll be laughing with your friends that it was once thought 'Gross'.

Insects offer a whole new culinary experience. Insects are easy to eat. This is one reason many people like them as snacks.

Give Sour Cream & Onion crickets a shot:

<https://www.edibleinsects.com/product/sour-cream-onion-crickets/>

### Bugs are Healthy for You!

Are insects what's missing from our diets? They're high in protein with all of the essential amino acids and they have as much calcium as milk and iron as spinach. Bugs exoskeletons are made from chitin. Insect chitin is very good for you because it's a prebiotic (food for probiotics).

### Insects Can Help Fight Global Warming

Protein plays an important part in global nutrition. Meat is a common way for people to get protein and the essential amino acids, but farming large animals is expensive and bad for the environment. Insects need a small fraction of land and barely any water for the same amount of nutrition.

### North America Needs to Lead the World

If we can make eating insects a 'thing' in North America, the rest of the world will follow and the future will be a better place for everyone.

### Ready to Eat Bugs?

If you're ready to eat bugs, it's easy! Just add edible crickets to your salads, roasted mealworms to your omelettes and use insects powder, like cricket powder, in your baking, your protein shakes, your meals etc. Or try some insect candy! Who can say "No" to chocolate?

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*Entomarket* is an online store that sells insects as food in the U.S. Read an excerpt from the website's introductory<sup>18</sup> text "Why Eat Bugs?" and answer the following questions:

1. The main idea of the text is:

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<sup>18</sup> <https://www.edibleinsects.com/why-eat-bugs/>

- a) to report the increase in popularity of entomophagy.
  - b) to explain the benefits of including insects in your diet.
2. The purpose of the text is:
- a) to convince people of the advantages of including insects in their diet.
  - b) to inform readers about the advantages and disadvantages of including insects in their diet.
3. Read the text again and choose the option (a-c) that has a similar meaning to the underlined words in the sentences 1-5. Only ONE option is possible.
1. “Insects are nutritious and packed with protein that has all of the essential amino acids.”
- a) have a lot
  - b) have little
  - c) have some amount
2. “Bugs exoskeletons are made from chitin.”
- a) a hard part on the inside of some organisms
  - b) a hard covering on the outside of some organisms
  - c) hard wings of some organisms
3. “Insects need a small fraction of land and barely any water (...)”
- a) retain little
  - b) almost nothing
  - c) only sometimes
4. “If you’re ready to eat bugs, it’s easy! Just add edible crickets to your salads (...)”
- a) disgusting
  - b) inexpensive
  - c) safe or good to eat
5. Choose True (T), False (F) or Doesn’t Say (DS) for the following statements
- a) Meat production is harmful to the environment. ( )
  - b) Insects taste like meat and are appreciated for that. ( )
  - c) Sushi was well-accepted when it was first introduced in the U.S ( )
  - d) Eating insects is more nutritious than eating meat . ( )

Food for thought.

4. Discuss the following ideas from the text. Do you agree with them? Explain.

1. *Eating insects is “The Greatest Food Revolution of our Time”.*
2. *“If we can make eating insects a ‘thing’ in North America, the rest of the world will follow and the future will be a better place for everyone.”*

#### Grammar in Use

Read the following sentences taken from the text and answer the questions below:

1. After that, **you’ll find** it easier to accept, (...)
2. (...) and pretty soon **you’ll be laughing** with your friends that it was once thought ‘Gross’.
3. If we can make eating insects a ‘thing’ in North America, **the rest of the world will follow (...)**
4. (...) and the future **will be** a better place for everyone.

1. Choose a word from the box to complete the sentences:

won’t      predictions      bare infinitive      condition      will/ will not

- a) Sentences 1, 2 and 4 express \_\_\_\_\_.
- b) Sentence 3 expresses \_\_\_\_\_.
- c) Sentences 1-4 are formed by using subject + \_\_\_\_\_ + \_\_\_\_\_.
- d) Will + not = \_\_\_\_\_

2. Read some of the *13 Food Fashion Predictions for 2019* from the *Spires* website<sup>19</sup> and fill in the gaps using the correct form of the verbs in brackets:

- a) New opportunities \_\_\_\_\_ (arise) for customers to access their food choices.  
This \_\_\_\_\_ (make) ordering meals and beverages way more convenient, quick and efficient
- b) The virtue of raw foods \_\_\_\_\_ (become) more and more popular.

<sup>19</sup> <https://spirescateringconsultancy.co.uk/food-predictions-2019/>

- c) The food industry \_\_\_\_\_ (be) introducing new foods that are free from ingredients that are considered to be harmful to health.
- d) More recently the number one public enemy is sugar. This targeted focus \_\_\_\_\_(not/ slow down) in 2019.

### 3. Discussion:

In your opinion, which predictions from a-d are more likely to happen? Which ones are not? Give reasons to support your opinion.

### 4. Complete the sentences with your own ideas:

Next school year, I'll / won't...

Next holiday, I'll/ won't....

In the future, junk food will...

### Listening

#### 1. Match the pictures with their names from the box:



Image 10



Image 11



Image 12



Image 13<sup>20</sup>

<sup>20</sup> Images taken from <https://www.gettyimages.com>

cricket

caterpillar

mealworm

cockroach

2. Match the words **in bold**<sup>21</sup> (a-c) with their meanings<sup>22</sup> (d-f):

- a) Kids aren't the only ones **munching** on bugs.
- b) Insects **brim with** vitamins and minerals.
- c) Americans will be **snacking** on cockroaches.
- d) to be full of something
- e) to eat between meals
- f) to eat something using your teeth and jaws in a noisy way.

3. Watch this National Geographic's video<sup>23</sup> called "Eating Insects"

([https://www.youtube.com/watch?v=3f7I\\_HAm4d8](https://www.youtube.com/watch?v=3f7I_HAm4d8)) and answer the question below:

3.1. Which insects from activity 1 can you hear in the audio?

3.2. Watch the video again and answer the following questions:

1. Most Americans:
  - a) think insects are valuable
  - b) find insect eating disgusting
  - c) believe insects are nutritious
2. People avoid insects because:
  - a) they've learned it at school
  - b) they are naturally afraid of them
  - c) their parents have taught them
3. Insect eating:
  - a) is a common practice around the world
  - b) is a new trend among Asians and Africans
  - c) is a way people have to fight hunger
4. In comparison to beef, insects are:
  - a) cheaper

<sup>21</sup> Sentences taken from the video (link at footnote 14)

<sup>22</sup> Taken from: [https://www.macmillandictionary.com/dictionary/british/snack\\_2](https://www.macmillandictionary.com/dictionary/british/snack_2)

<sup>23</sup> [https://www.youtube.com/watch?v=3f7I\\_HAm4d8](https://www.youtube.com/watch?v=3f7I_HAm4d8)

- b) more nutritious
- c) less harmful to the environment

3.3. Watch the remaining of the video, and complete the dinner menu served on the video:

- a) Starter: cricket \_\_\_\_\_
- b) Main course: stir fry with \_\_\_\_\_
- c) Dessert: \_\_\_\_\_, whipped cream and a \_\_\_\_\_

4. Answer the following questions with a partner.

- a) Do you think insects will be part of our diet in the future? Why/why not?
- b) What are the impacts of your diet in the environment?

Writing

1. Use the vocabulary in the menu below to fill in the gaps:



Image 14<sup>24</sup>

<sup>24</sup> Images taken from <https://www.gettyimages.com>

1. \_\_\_\_\_ is usually sweet.
  2. \_\_\_\_\_ is usually the largest.
  3. \_\_\_\_\_ is served first and it's usually light.
2. It's your turn. You are going to open a restaurant that serves insects. Create an attractive and creative three-course menu for your restaurant. Feel free to add drinks and name your dishes as you please.
3. Read your peers' menu and choose the most creative one.

### Speaking

Below is an outline of what an oral presentation should be like:<sup>25</sup> Read it and answer the question that follows:

<p>Introduction</p> <ul style="list-style-type: none"> <li>● Introduce yourself</li> <li>● State topic/problem clearly</li> </ul> <p>Body</p> <ul style="list-style-type: none"> <li>● Give examples</li> <li>● Give statistical information if relevant</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>● Summarise your talk</li> <li>● Give suggestions, solutions to address the problem</li> </ul>
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1. Read the expressions and complete the chart (a-c) with *Introduction*, *Body* or *Conclusion*.<sup>26</sup>

a) _____	b) _____	c) _____
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<sup>25</sup> Adapted from: <http://iteslj.org/Techniques/Webster-OralPresentations.html>

<sup>26</sup> Sentences taken from: <https://www.english-corpora.org/coca/>

To sum up, in order to solve this problem... Taking into account all that has been said, I suggest...	My name is... I'm here because I've notice/ I'm worried about....	For example,.... This problem has been causing...
--	--	--

2. Based on what you've seen in this unit 2, prepare a short oral presentation answering the question: *What do you think people's eating habits will be in 50 years' time?*

Here are some questions you should address:

- What kind of food will people choose to buy?
- Will people be vegans, vegetarians, insect-eaters?
- Will people be more conscious of the environment?
- How will food be produced?
- Make use of visual aids to illustrate your presentation.

3. Oral presentation feedback:

Students in the audience should give feedback on their classmates' presentations using the *Oral Presentation Feedback Criteria* handout:

Oral presentation feedback criteria	Well-done	Good	Needs improvement
Visual aids	Very well-prepared. They help audience follow the presentation effectively.	Satisfactory. They help audience follow the presentation, but sometimes it's difficult to follow.	Poor. They don't help audience follow the presentation.
Content	Student talks about all the important	Student talks about all the important	Student doesn't talk about all the



	points and exceeds task requirements.	points, but doesn't exceed task requirements.	important points. Information is missing.
Language	High level of fluency. Student is very well-prepared and knows what they have to say.	Satisfactory. Student makes long pauses and sometimes forgets what they have to say, but manages to communicate.	Poor. Student speaks in Portuguese sometimes and doesn't communicate their ideas effectively.
Posture	Student makes eye contact with the audience at all times. Voice is clear.	Student makes eye contact with the audience sometimes. Voice is clear most of the time.	Student makes very little eye contact with the audience. Voice isn't clear most of the time

## Teacher's Guide

### Unit 1 - Getting involved

Have students describe the pictures and discuss questions 1 and 2 . Ask students if buskers are common in their country and what they think of their activity.

### Reading

(Pre-reading) Explore the picture with students as a group. Make students predict what the text is about. Pre-teach vocabulary you find relevant before having students read the text quickly in order to develop reading for gist.

1. Have students share their answers for question 1. (it can be done in pairs and then some students can share their ideas to the whole group.)
2. Go over question two's statements with students and then ask them to read the text carefully this time.

3. Foster discussion using questions from 'Food for Thought' section. You might want to propose a debate among students.

#### Grammar in Use

1. Go over the exercises with students.
2. For exercise 2, you could also give personal examples to illustrate the time sequence before doing the exercises.
3. For exercise 3, point out to students that in the sentence "She'd travelled abroad when she started learning English.", "she'd" is a contraction of "had." You might want to give some examples of contractions of 'would' and 'had' if students need further clarification. Ask students to do exercise 4 and check answers with their partners.

#### Listening

1. Have students do the activity and then share with a partner. After sharing, you could ask them to share with the whole class their own ideas for item g).
2. Go over the list in task 2 with the whole group so that they understand the vocabulary. Ask questions so that students can predict what they are about to watch.
3. Play the video once while they do task 2.1. Students check answers with a partner. Teacher gives feedback.
4. Go over the questions in task 2.2, clarifying vocabulary. Ask students to underline the main idea of each question to make it easier for them to do the task.
5. Play the video again. Students do the task. Play audio once more so that students can check their answers.
6. The teacher might want to play the audio again and pause from time to time if needed.
7. For task 2.3, students will be divided in groups.

#### Writing

1. Draw students' attention to the picture and the text headings. Encourage them to predict what the text is about. Pre-teaching key vocabulary is also advisable.
2. Students do task 1 and 2 and check answers. Teacher gives feedback to the whole group. The teacher might want to visit "1 love community" website with students if possible.
3. Ask students to write their article using headings preferably. This will help them organise their thoughts.

4. After reading each other's piece of writing, you may want to create a poll for students to vote for the most inspiring story.

### Speaking

1- Students plan their oral presentation individually or in small groups. Make sure you set some time aside for conferences with students to solve doubts and monitor the process. On the day of presentation, hand the *Oral Presentation Feedback* worksheet so that students have the opportunity to assess their peers' presentations (scoring is at teacher's discretion). At the end of presentations, allow students to share their feedback with the whole group.

### Teacher's guide

#### Unit 2 - Eating Habits

### Reading

(Pre-reading) Have students describe the pictures and discuss questions 1, 2 and 3 in small groups. Then have them share their ideas with the whole group. Ask students if they know what entomophagy is and after that, draw their attention to the name of the online shop (Entomarket) from the text they are about to read and elicit connections and predictions about the text. Pre-teach some insects mentioned on the text ( e.g. katydids and crickets) as well as vocabulary they might not know. Show pictures if possible.

1. Have students read the text quickly and answer questions 1 and 2. Ask them to check answers with a partner before giving feedback. Explore the purpose of the text, that is, the relationship between its persuasive one-sided approach and its commercial purpose.
2. Have students read the text again, attentively, and answer the questions. The same procedure from item 1 should be followed.
3. Have students do question 4. The same procedure from item 1 should be followed.
4. Foster discussion using questions from the 'Food for Thought' section. You could mention American cultural dominance in films, for example, to discuss that belief in the question. You might want to propose a debate among students about it.

### Grammar in Use

1. Read the words from the box with students and explain what bare infinitive means. Then, students answer the questions. Ask them to check answers with a partner before giving feedback.

2. Students do question 2. The same procedure from item 1 should be followed.
3. Students should discuss in small groups while the teacher closely monitors conversations.
4. Students complete sentences with their own idea. Ask them to be as honest as possible so as to make the activity more genuine. Ask them to share with a partner and giving reasons for their choices to foster meaningful communication.

### Listening

1. Let students attempt to do question 1 and then ask them to check answers with a partner before giving feedback.
2. Question 2 follows the same correction procedure from item 1.
- 3.1. Have students read the question 3.1. and play video once up to 1.35 min.
- 3.2. Ask students to read the task. Play video again. (play it twice). It follows the same correction procedure from item 1.
- 3.3. Go over the sentences with students and ask them to predict the type of word that would fit into the gaps. Draw their attention to the neighbouring words to assist them in their guessing. Play the remaining of the video (from 1.35 min) and have students do the activity.
4. Encourage group discussion. Make sure students are using 'will' when expressing their predictions.

### Writing

1. Refer to the menu served on the video. Pre-teach 3 parts of a meal. (starter, main course and dessert). Give examples. Then, tell students to read the menu in task 1 and fill in the gaps. You may want to let them choose one item from each course and share with a partner in a short conversation.
2. Students create their own menu in pairs or small groups and share with the whole group. Organise a poll so that students can choose the most creative menu.

### Speaking

1. Students plan their oral presentation individually or in small groups, addressing the questions given. (They may also come up with more ideas.)
2. Make sure you set some time for conferences with students to solve doubts and monitor the process. On the day of presentation, hand the *Oral Presentation Feedback*

worksheet so that students have the opportunity to assess their peers' presentations. (scoring is at teacher's discretion). At the end of presentations, allow students to share their feedback with the whole group.

### Answer Keys

#### Answer key - Unit 1

#### Reading

1- (Answers may vary.) After noticing animosity on the train, the woman decides to sing in public to help improve the atmosphere. Now she makes a living out of it.

2- a) F; b) F; c) T; d) T; e)T

3- Answers may vary.

#### Grammar in Use

1- a) before

2- There are three options in the text: "I'd been unemployed for three days." (1st: She was unemployed. 2nd: She decided to sing.); "He said that he'd done the same thing when he was my age." (1st: He sang in public. 2nd: He said that.); "I'd never sung in public before."(1st: She didn't sing in public. 2nd: She sang for the first time.)

3- a) past perfect; b) past; c) past participle

4- a) Anne had visited seniors at home cares before she became a licensed nurse.

b) Joe hadn't fundraised for the homeless before he joined a charity organisation.

c)By the time she had finished yelling, the cartoons were over.

d) When they had finished, they brought the rest of the money to the king.

#### Listening

1- Answers may vary.

2.1- Help your community garden; Help your local food bank; Pick up groceries for the elderly; Take an elderly neighbour to the doctor;If a friend is sick, walk their dog.

2.2- 1- b); 2- a); 3- c); 4 b); 5- a); 6- c)

2.3- Answers may vary

#### Writing

1- a-f / b-e / c-d

2- a) IMPACT    b) HOW I DEVELOPED A SUCCESSFUL SUPPORT NETWORK FOR

MY COMMUNITY c) THE CHALLENGE d) WHAT JUNIOR DID

### Speaking

1- a) conclusion b) introduction c) body

Answer key - Unit 2

### Reading

1. b
2. a
3. a) 2. b) 3. b) 4. c)
4. a) T b) F c) F d) DS
5. Since it's an in-class discussion, opinions may vary.

### Grammar in Use

1. a) predictions b) condition c) will/will not + infinitive
2. a) will arise/ will make b) will become c) will/ bare infinitive d) will not or won't
3. Answers may vary
4. Answers may vary.

### Listening

1. From right to left: caterpillar/mealworm/cricket/cockroach
2. a-f/ c-e/ b-d
- 3.1. All of them
- 3.2. 1. b/ 2. c/ 3. a/ 4. c
- 3.3. a) cocktail b) mealworms c) banana/ cockroach
4. Answers may vary.

### Writing

1. 1. dessert/ 2. main course/ 3. starter

### Speaking

There is no key for this activity. Teachers should follow the assessment criteria in Appendix A.

## RATIONALE

Both units were developed under the light of Communicative Language Teaching (CLT), with activities promoting meaningful communication. According to Richards, one of the goals in CLT is “to develop fluency in language use” (RICHARDS, 2006, p.14). To achieve this, both units offer many opportunities for debate and discussion aimed at engaging learners in meaningful interactions, despite limitations in their communicative competence. (RICHARDS, 2006, p.14). For instance, the “Introduction” sections offer open-ended questions to encourage learners to share their opinions and ideas on a topic, forcing them to make use of a range of communicative strategies, such as negotiation of meaning, experimenting with different ways of saying things, collaborative creation of meaning and so on. (RICHARDS, 2006, p.4). “Food For Thought” sections, which consist of post-reading activities, also promote the development of fluency through meaningful communication. Finally, all texts and videos are authentic and have been taken from various non-educational purposes websites so as to expose learners to real language. Authentic language, according to Harmer, is “language where no concessions are made to foreign speakers.” (HARMER, 2004, p. 205) He adds that this is what students encounter in real life and “because it’s authentic, it’s unlikely to be simplified, spoken slowly, or to be full of simplistic content.”(HARMER, 2004, p. 205)

In addition to fluency development purposes, some questions in “Food For Thought” section aim at triggering discussions under the influence of Critical Literacy (CL), since this educational perspective is a powerful tool, as Janks states, to “contribute to a world in which our students at all levels of education become agents for change.” (JANKS, 2013, p. 227). According to Mattos (MATTOS, 2012, p. 194), “Critical Literacy implies that what is being read, seen or heard has been produced according to the values and norms of the socio-historical context of the community to which the author belongs” and that is why the questions posed in “Food For Thought” don’t only aim at supporting English learning or promoting communication with a view to learn L2, but also at fostering critical thinking so as to encourage learners to question the world around them. For example, in Getting Involved (Unit 1), the questions intend to lead learners to think about their role in society and to challenge some beliefs of separation between government and citizens, raising some awareness of each one’s share of responsibility towards society. Another example is in Eating

Habits (Unit 2) when a question about the cultural influence the United States have over the world. It offers an opportunity for learners to reflect upon propaganda, cultural domination and dominant power relations in our society and in the world, among other relevant topics. According to Duboc, teaching under the light of LC depends on a conscious attitude from the teacher in the classroom (DUBOC, 2007). Therefore, I decided to include some suggestions in the Teacher's Guide (see an example at Unit 2, Reading, item 4) in order to draw the teacher's attention to this perspective.

Following the sequence of the units, the "Introduction" section offers pictures and questions so as to invite the reader to reflect on the topic and to bring their background knowledge into the process, which enables them to make predictions or guess the content for more successful reading, as stated by Harmer (HARMER, 2004, p.199). Because reading is a process of interaction between the reader's background knowledge and the text, it's "considered to be of a highly individual nature; that is, no two readers approach or process a written text in exactly the same way."(ALKIALBI, 2015, p. 14)

As defined by Harmer, in top-down processing the reader gets a general view of the text, whereas in bottom-up processing the reader focuses on individual words and phrases. He sees acts of reading as interactions between top-down and bottom-up processing. (HARMER, 2004, p. 201) Thus, the "Reading" section begins with top-down processing questions. For example, in Unit 1, the first question "What's the text about?" aims at developing reading for gist. Likewise, in Unit 2, questions asking "The main idea of the text" and "The purpose of the text" also serve this purpose. After this, I have included questions that required both specific and detailed information, for example, in units 1 and 2, true-or-false sentences are used to check text comprehension. Regarding vocabulary, Harmer calls for common sense. Despite acknowledging that getting past words readers do not understand is one of the skills they need to develop, he does not see advantages in holding them back unnecessarily because of a few words (HARMER, 2004, p. 203). To tackle this issue, task 3 in Unit 2 intends to pre-teach some vocabulary by having readers infer the meaning of the words within context. At the end of this section there is the "Food For Thought" section, which consists of a set of questions devised to foster critical reflection on the topic, as explained earlier.

The "Grammar in Use" section has been included following evidence that instructed language plays a significant role in acquisition and accuracy (TENUTA; CARNEIRO, 2016, p. 93). Among the different methods of grammar instructions, there are two main ones,



namely inductive and deductive methods. The first one is based on the assumption that grammatical rules should be acquired through exposure to samples of speech. Then students “are to elicit the rule from the given input and subconsciously learn it by recognizing the patterns” (THORNBURY, 1999, p. 75). On the other hand, “proponents of deductive method claim that an introduction of a new structure should be commenced with an explicit presentation of the rule that governs the structure”(THORNBURY, 1999, p. 75) .The grammar tasks chosen for both units favour the inductive method because this approach is more learner-centred, forcing students to rely on their ability to analyse and make connections. As stated by Thornbury, it helps students “back up their knowledge with intuition and a deeper understanding of the second language” (THORNBURY, 1999, p. 76). Moreover, the tasks are text-based, which means that grammatical structures are presented in their original contexts of use. The sequence of exercises and questions provide learners with contextualised sentences that prioritise meaning over form. After focusing on meaning and usage, learners are led to notice patterns and to work out the grammar rule for themselves. However, I do not reject deductive meaning altogether and if the inductive method fails, the deductive method could certainly be used in class to clarify any possible misunderstanding. After this stage, learners have some controlled exercises to use the given grammar point in sentences before gaining confidence to use it in conversation at the end of this section.

Like Reading, Listening is also a receptive skill and can be taught following the same principles. Thus, both units include a variety of tasks following Nunan’s set of key strategies, which include “selective listening, listening for different purposes, predicting, progressive structuring, inferencing, and personalising.” (NUNAN, 1995, p. 64). Following these principles, the Listening section in Unit 1 starts with a pre-listening activity to activate the learners’ background knowledge on the topic. After watching the video, follows a task intended to practise listening for specific details. After that, there are a set of multiple questions to develop extensive comprehension skills. Similarly, Unit 2 opens with an activity to activate background knowledge and develop predicting skills. After this, there is a task to develop listening for specific information (task 3.1), followed by comprehensive listening questions and then literal comprehension ones. At the end of both sections, some questions were devised to allow for some personalization, that is, when the learner has the opportunity to share their opinions with peers. There are also activities to pre-teach some vocabulary that appears on the video, which contributes to a better understanding of it. I personally agree with

Nunan, when he claims that inferential comprehension tasks force the learner to process the material more deeply. (NUNAN, 1995, p. 64) Therefore, I've chosen to favour comprehension tasks rather than literal comprehension ones, although they are also present to some degree.

As defined by Hyland, "Genre refers to abstract, socially recognised ways of using language." (HYLAND, 2007, p. 148), which is based on the idea that members of a community can easily recognise patterns of texts based on previous experiences with other texts of the same kind. This background knowledge facilitates the interpreting of the writer's purpose as well as the writing of a similar text. (HYLAND, 2007, p. 149). Based on this premise, both "Writing" sections are genre-based and were designed to guide learners throughout the writing process until they are ready to produce their own piece. Firstly, learners are provided with a sample of a given genre and tasks that lead them to identify the main features of that genre, thus making the activity more active. Besides that, the writing tasks take into account that writing is a social activity with a purpose, a context and an intended audience (HYLAND, 2007, p. 152). They also offer a number of questions so as to provide learners with ideas for their composition, although they are free to come up with their own ideas.

Considering that "Oral communication is an interactive and dynamic process. It involves the effective comprehension and exchange of facts, thoughts, feelings and values. People actively and consciously engage in oral communication so as to achieve mutual understanding." (OLIVEIRA; CARNEIRO, 2017), both units offer plenty of opportunities for learners to engage in meaningful authentic communication in every skill. However, for the speaking sections, I have proposed the genre of oral presentation (OP) so that learners have the chance to wrap-up what they have seen in each unit. In *Getting Involved* (Unit 1), the speaking section starts with a chart showing a possible structure of oral presentations. Following the chart, there is a task for learners to infer the expressions that would fit into each stage of an OP. This serves the purpose of instructing learners to what pieces of languages to resort to when planning their OP, thus corroborating Harmer's thoughts when he says that "Learners engaged in a productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves" (HARMER, 2004, p. 252). After that, the speaking task instructions are presented with a set of questions intended to offer suggestions and ideas for the OP.

Since OPs involve an audience, an Oral Presentation Feedback Criteria handout was devised to give learners in the audience a role to play in each other's presentation. This peer-assessment resource is not only useful to encourage focus and attention towards the OP being presented, but also promote the development of self-assessment skills, since everyone in class will go through the same experience of being assessed by a peer. Above all, it is more fair than subjective feedback.

According to Brown, all kinds of assessment should follow core principles, namely: practicality; reliability; validity; authenticity; and washback. Briefly speaking, if a given type of assessment has high "practicality", it is "easy to administer" and has a scoring/evaluation procedure specific and time-efficient."(BROWN, 2001, p. 19). In addition, if it has high "reliability", it is "consistent and dependable" (BROWN, 2001, p. 20). When considering the rater reliability, Brown divides it into two categories: "inter-rater reliability" and "intra-rater reliability". The former is about two or more scorers not applying the same scoring criteria for the same test, which leads to inconsistency. The latter occurs when only one scorer is involved, for example, a teacher. As for validity, Brown defines it as "the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment." (BROWN, 2001, p. 22). In other words, if a test has high "validity", it effectively assesses what it was meant to assess. Regarding "authenticity", Brown explains that "when you make a claim for authenticity in a test task, you are saying that this task is likely to be enacted in the real world." (BROWN, 2001, p. 28) He also lists some ways in which authenticity may be present, for example, when the language used in a test is as natural as possible or when items are contextualised. As for the last principle of "washback", the author mentions "the information that "washes back" to students in the form of useful diagnoses of strengths and weaknesses." He also includes the "effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the assessment." (BROWN, 2001, p. 29)

Taking all the principles into account, the Oral Presentation Feedback Criteria handout aims at keeping all aforementioned principles high. Since the criteria is easy for the students to visualise what they must assess and the descriptors are simple to understand, it is practical and relatively simple to follow, which accounts for high practicality. In addition, the handout has high reliability because all students will be following the same scoring criteria, which decreases bias and inconsistencies. Also, it has high validity because it assesses features

related to the genre Oral Presentation, namely, “Visual aids”; “Content”; “Language”; and “Posture”. Furthermore, it has high authenticity since it is a result of students’ own research and they will be using the language they have learned. Finally, it offers washback to students since they will be learning from each other’s performances and consequently reflecting upon their own.

In conclusion, both units have been carefully thought of in order to keep the learning process as communicative and critical as possible through engaging and interesting tasks.

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