

UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS – FALE
PROGRAMA DE PÓS-GRADUAÇÃO EM ESTUDOS LINGUÍSTICOS – POSLIN
CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS – CEI

**UNIT 1 - COOKING: PLEASURE AND NECESSITY! / UNIT 2 – MOVIES - ALL-
TIME FAVORITE MOVIE**
(UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS)

SÉRGIO BELO COUTINHO

BELO HORIZONTE – MINAS GERAIS

2021

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

Orientadora: Profa. Dra. Valdeni da Silva Reis

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Universidade Federal de Minas Gerais
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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Sérgio Belo Coutinho

Às 14 horas do dia 02 de julho de 2021, 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 **Unidades didáticas para o ensino de inglês**, 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). Luciana de Oliveira Silva indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Valdeni da Silva Reis indicou a aprovação do(a) candidato(a);

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

Nota 80

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, 02 de julho de 2021.

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

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

Knowledge is power.

Francis Bacon

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Thanks, Mom, for loving and supporting me!

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RESUMO

O presente trabalho teve como objetivo a produção de duas unidades de ensino de inglês como língua estrangeira. Ambas as unidades foram planejadas sob os princípios da abordagem comunicativa do ensino de línguas, tais como a visão da linguagem como meio de comunicação e a aprendizagem de teorias como a teoria interacional (RICHARDS; RODGERS, 2014). Essa visão reflete na escolha do material para fazer os alunos pensarem sobre essa interação verbal, seja por meio de texto escrito ou oral. Os textos são autênticos, o que significa que não foram desenvolvidos para o ensino de línguas, mas o design do texto é para comunicação real com pessoas que falam inglês.

As unidades são para alunos cujo nível são B1 +, de acordo com o Quadro Europeu Comum de Referência para as Línguas (CEFR). Eles são aprendizes bastante independentes, e o design do material visa ajudá-los a desenvolver sua competência linguística para lidar com textos mais complexos e produzir textos mais complexos. O público é formado por jovens e adultos, e a escolha dos temas da unidade foi pensada para isso. Acreditamos que esses temas estão presentes em nossa sociedade e são relevantes para a discussão, principalmente para um público que já está vivenciando reflexões sobre eles.

Palavras-chave: ESL - Abordagem Comunicativa – Ensino de Língua Inglesa

ABSTRACT

The present paper aimed at producing two units to teach English as a foreign language. Both units were planned under the principles of the communicative approach to language teachings, such as the view of language as a means of communication and learning theories like the interactional theory (RICHARDS; RODGERS, 2014). This view reflects on the choice of material to make learners think about that verbal interaction, whether through written or oral text. The texts were authentic, which means that they were not developed for language teaching, but the text's design is for real communication with people who speak English.

The units are for learners whose level would be in a B1+ according to the Common European Framework of Reference for Languages (CEFR). They are pretty independent learners, and the material design is to help them develop their linguistic competence to handle more complex texts and produce more complex texts. The audiences are young adults and adults, and the topics' choices in the unit had it in mind. We believe these topics are present in our society, and they are relevant to the discussion, especially with an audience who is already experiencing reflections about them.

Keywords: ESL – Communicative Approach – English Teaching

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INTRODUCTION

We planned the units under the principles of the communicative approach to language teachings, such as the view of language as a means of communication and learning theories like the interactional theory (RICHARDS; RODGERS, 2014). This view reflects on the choice of material to make learners think about that verbal interaction, whether through written or oral text. The texts were authentic, which means that they were not developed for language teaching, but the text's design is for real communication with people who speak English.

The design of units is in the following way: Think it over! - Figure it out! - Talk it through! - Take it apart! - Listen to this! - On the tip of your tongue! - Speak out! - Read all about it! - Put it in writing!

The section “Think it over” stimulates learners to think about the unit theme by bringing their prior knowledge to mind and activate it to help them deal with the activities proposed.

Figure it out aims at the chance of engaging students in the use of the new language. Learners will have an opportunity of engaging themselves in a speaking moment.

Talk it through is a section that aims at making learners realize the importance of developing fluency. The students should be able to speak without fear of interruption for error correction. If the teacher notices persistent errors, write them down for review later. In this section, students have to practice one or more aspects of the target language in a controlled context. It is an intermediary step between cue dependency and natural production.

In the section “take it apart,” we present the grammar structures. We chose grammar examples from English grammar but trying to connect them to the unit we designed. Both units have a first activity aiming to make students realize the structure and understand the rule by themselves. Besides this, it was provided some explanations about grammar uses possibilities, and after that, they do some activities applying the rule to produce meaningful content.

Then in the Listening section - Listen to this! - activities are in a sequence of the pre-listening task, which helps learners get a picture of what they will hear. Then while listening activities, to check learners’ comprehension and post-listening activities, which intends to bring to discussion the topic of the videos presented.

The purpose of the pronunciation section “on the tip of your tongue” is to provide practice in perceiving and producing English phonology (sounds, intonation, stress, reduction). That is the reason I decided to include a moment to reflect upon pronunciation.

The section “speak out” is to help learners develop fluency as the students share information, opinions, and experiences around the theme exploited in the unit.

Read all about it – in this section, authentic material provides learners awareness development about how language is in real situations.

Put it in writing! – this writing section is developed to prepare learners to produce a piece of writing of a specific text genre. The previous activities are reading activities, and they focus on texts that we expect learners reflect upon to produce a piece of writing later.

After that, they have to present an activity where we lead learners to realize the importance of good writing to communicate their ideas. As a wrap-up of the section, the teacher proposes a piece of writing.

The units are for learners whose level would be in a B1+ according to the Common European Framework of Reference for Languages (CEFR). They are pretty independent learners, and the material design is to help them develop their linguistic competence to handle more complex texts and produce more complex texts. The audiences are young adults and adults, and the topics’ choices in the unit had it in mind. We believe these topics are present in our society, and they are relevant to the discussion, especially with an audience who is already experiencing reflections about them.

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UNIT 1 - COOKING: PLEASURE AND NECESSITY!



Available at: <https://www.qgjeitinhocaseiro.com/fast-food-estudo-geral/>. Accessed on: November 29, 2020.



Think it over!

A. Do you enjoy cooking! Yes or no? / Why? or why not?

- What kind of food do you prefer cooking?
- Do you have any specific dish you enjoy preparing it?
- Are there any foods that you would not eat as a child that you eat now?
- Are you concerned about your daily calorie intake when choosing something to eat?

B. Match the types of food with the pictures below. Write the names under each picture:

Sour Food	Take Away Food	Salty Food	Ultra-Processed Food
Sugar Food	Home Cooked Meal	Healthy Food	Vegetarian Food

Available at: <https://www.google.com.br/imghp?hl=pt-BR&tab=wi&ogbl>. Accessed on: November 29, 2020.

**Figure it out!**

The answer is: YES! We DO love sugar! However, The World Health Organization recommends we keep our intake of "free sugar" to less than 10 percent of our daily energy intake.



Available at: <https://www.foodmanufacture.co.uk/Article/2017/06/30/Sugary-foods-advertising-ban-the-first-step-to-reducing-obesity>. Accessed on: April 29, 2021.

Let us do the quiz below and find out more about our sugar habits.

That sugar quiz!

There is growing concern over the amount of sugar we are eating and how much this affects our health. What do you know about sugar, the foods it is found in, and its health impacts?

Published 19/03/2015

Available at: <http://www.wimmerapcp.org.au/wp-gidbox/uploads/2014/02/Newsletter-8-2015.pdf>. Accessed on April 29, 2021.

1. What is the maximum number of teaspoons of sugar an average healthy adult should consume in food and drinks (excluding fruit, vegetables, and milk) each day?

- (a) 18
- (b) 13
- (c) 10
- (d) 5

2. Some popular breakfast cereals marketed at children have been found to contain up to 30 percent sugar.

- (a) True
- (b) False

3. Is there evidence that sugar affects blood pressure?

- (a) No, sugar does not affect blood pressure
- (b) Yes, sugar can raise blood pressure but only when it is combined with salts in a sports drink
- (c) Yes, sugar can raise blood pressure, but only because it makes you gain weight which can raise blood pressure
- (d) Yes, sugar can raise blood pressure by a small amount independent of any weight gain it can cause.

4. Around how much sugar is in a tablespoon (20 ml) of tomato sauce (ketchup)?

- (a) One teaspoon (5 ml)
- (b) Two teaspoons (10 ml)
- (c) Three teaspoons (15 ml)
- (d) Four teaspoons (20 ml)

5. An analysis of 63 studies suggests reducing the number of free sugars in the diet can, on average reduce an adult's weight by?

- (a) 8 kilograms
- (b) 1.8 kilograms
- (c) 0.8 kilograms
- (d) 0.08 kilograms

6. Drink one can of soft drink a day for a year, and you are at risk of gaining how much weight?

- (a) Nearly 2 kilos
- (b) 2.5 kilos
- (c) 4 kilos
- (d) Nearly 7 kilos

7. A 650 ml glass of apple juice has around the same number of kilojoules as:

- (a) two apples
- (b) a large bucket of hot chips
- (c) 650 ml of cola
- (d) a cup of cooked white rice.

Available at: <https://www.abc.net.au/health/quizzestools/quizzes/2015/03/19/4200567.htm>. Accessed on November 29, 2020.

Attention! Answers are available at the end of this unit. Are you a sugarholic?



Exercise 1: Vocabulary Check

Put the name of the foods in the correct group:

Apple – Banana - Beans - Beet - Bread (wheat) - Butter - Chicken - Cakes - Carrot - Cereal – Cheese - Chocolate - Coconut – Cookies - Corn - Donuts - Egg - Broccoli - Fish – Grapes - Hot dog - Ice Cream – Lemon – Lettuce - Milk – Onion - Orange – Peach – Pear – Peas – Pies – Pineapple – Pizza – Pork – Potato - Potato Chips - Red meat – Rice – Sandwiches - Soda – Spaghetti – Strawberry – Tomato – Watermelon - Yogurt

MILK GROUP	MEAT GROUP (protein)	VEGETABLE GROUP	FRUIT GROUP	GRAIN GROUP	OTHERS “Junk Food”



Talk it through!

Let’s discuss!

Before we go to the questions about interviews, let’s watch a video of a situation showing how an interview can be developed.

Available at <https://youtu.be/OVAMb6Kui6A>. Accessed on August 1, 2021.



Job Interview Good Example copy

Let's try to answer these questions:

- What is an interview?
- Have you ever thought about its function/structure?
- What is the purpose of questions in an interview?
- Have you ever been interviewed? How was it?

Read the excerpts below to get more acquainted with the genre interview. Is there any other information that you did not know about interviews? Share your findings with the group.

1. **An interview** is essentially a structured conversation where one participant asks questions, and the other provides answers. In common parlance, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee.

2. **The interviewer** asks questions to which the interviewee responds, usually providing information. That information may be used or provided to other audiences immediately or later.

3. This feature is common to many types of interviews – a job interview or interview with a witness to an event may have no other audience present at the time, but the answers will be later provided to others in the employment or investigative process. **An interview may also transfer information in both directions.**

4. **Interviews usually take place face-to-face and in person**, but the parties may instead be separated geographically, as in **VIDEOCONFERENCING** or **TELEPHONE INTERVIEWS**. Interviews almost always involve spoken conversation between two or more parties. In some instances, a **"conversation"** can happen between two persons who type their questions and answers.

Available at: <https://en.wikipedia.org/wiki/Interview>. Accessed on: November 30th, 2020.

Let's put it into practice!

A. A group of students is interviewing people around school to check about their eating habits and also about favorite food. Look at the grid about the types of food and prepare an interview question for each category. Use the language possibilities for help.

Roles	Language Possibilities	
Interviewer	Ask about your favorite dish	What's your favorite dish?
Interviewee	Tell favorite dish	My favorite dish is spaghetti.
Interviewer	Ask how to prepare	Do you know how to prepare it?
Interviewee	Say yes or no	Yes, I do. / No, I don't

Write your questions in the questionnaire:

Food Questionnaire	
Category	Question
1. Favorite dish	
2. When(occasion) you prepare it	
3. Specify the meal you can eat it	
4. Reasons for liking/not liking the dish	
5. Possible places to find this dish	

B. Work with a partner. Interview your partner and write your partner's answers on a sheet of paper. Use the Language Possibilities or you can use your creativity.



Take it apart!

A. Present Time

Essential contrasts: present simple and present continuous

- The present simple generally refers to:

Habits British people drink a lot of tea.
Facts that are always true The water becomes ice at 0 degrees Celsius.
States I don't like gangster films.

- The present continuous (progressive) generally refers to actions that are in progress at the moment. These can be temporary:

I'm **staying** in a hotel until I find a flat.

They can be actually in progress.

The dog **is sleeping** on our bed!

Or they can be generally in progress but not happening at the moment.

I'm **learning** to drive.

- State verbs and event (action or dynamic) verbs

State verbs describe a continuing state, so they do not usually have a continuous form.

Typical examples are:

Believe, belong. Consist, contain, doubt, fit, have, know, like, love, matter, mean, need, own, prefer, seem, suppose, suspect, understand, want, wish

- Some verbs have a stative meaning and a different active meaning. Typical examples are:

Be, depend, feel, have, measure, see, taste, think, weigh

Compare these uses:

State	Event
Jack is noisy.	Jill's being noisy
Deirdre has a BMW.	We're having an interesting conversation!
I think I like you!	David's thinking about getting a new job.
This fish tastes awful!	I'm just tasting the soup.
I feel that you are wrong.	I'm feeling terrible.
This bag weighs a ton!	We're weighing the baby.
It depends on what you mean.	Bill, I'm depending on you to win this contract for us!

The differences here apply to all tense forms, not just to present tense forms.

Available at: http://mmediaworld.narod.ru/pdf_sample.pdf. Accessed on November 29th, 2020.



Exercise 2: Word or Phrase?

a) **Underline** the correct word or phrase to complete each sentence.

1. I haven't decided yet whether to buy a new car or a second-hand one. But *I think* about it / *I'm thinking* about it.
2. All right, you try to fix the television! But *I hope*/*I'm hoping* you know what you're doing.
3. Every year *I visit*/*I'm visiting* Britain to improve my English.
4. It's time we turned on the central heating. *It gets*/*It's getting* colder every day.
5. Of course, you're Mary, aren't you! *I recognize*/*I am recognizing* you now.

6. The film War and Peace is very long. *It lasts/It is lasting* over four hours.
7. I can see from what you say that your mornings are very busy! But what *do you do/are you doing* in the afternoons?
8. I'm going to buy a new swimming costume. My old one *doesn't fit/isn't fitting* anymore.
9. That must be the end of the first part of the performance. What *happens/is happening* now?
10. What's the matter? Why *do you look/are you looking* at me like that?

Available at: <https://english804.wordpress.com/exercises-for-unit-2/> Accessed on: April 29, 2021.



Exercise 3: Present Simple or Present Continuous that is the question!

b) Complete each sentence with the present simple or present continuous form of the verbs in brackets.

1. I (hear) ...*hear*..... that you have been promoted. Congratulations!
2. British people (drink) more and more wine.
3. I hope Sarah will be here soon. I (depend)on her.
4. Please be quiet, David. You (forever / interrupt)
5. Hey, you! What (you / think) you're doing?
6. Could you come here, please? I (want)to talk to you now.
7. Jane is away on holiday so Linda (handle)..... her work.

Available at: <https://english804.wordpress.com/exercises-for-unit-2/>. Accessed on: April 29, 2021.



Exercise 4: What does your partner say?

We can use the simple present tense in only some of these situations. Choose one of the situations in which we can use this tense. What do you say in the situation? Tell a partner, and then interview your partner. Remember the cues about what an interview is, which was given in “*Talk it through.*” What does your partner say? Tell the class.

1. Talk about a typical day
2. Describe your favorite food.
3. Explain how to celebrate a holiday.
4. Give your opinion about eating habits in another country.

5. Tell me how you learned to cook.



Listen to this! Independent Cooking with Adapted Tools

Prelistening





Do you think cooking is a challenging task? Why or why not? What is difficult and or easy while preparing your meal? Have you ever thought about how it is to cook with disabilities?



Available at: <https://youtu.be/srnOwvEDKHk>. Accessed on: December 4th, 2020.

Before listening to Bob’s narrative about cooking with adapted tools, try to match the pictures below with their names.

Lunchtime – Salad – Cutting board – Knife – Rugby – Head of lettuce – Fork – Spoon



Available at: <https://www.google.com.br/imghp?hl=pt-BR&authuser=0&ogbl>. Accessed on December 4th, 2020.

In this audio, Bob Lujano talks about various uses for adapted kitchen tools. Furthermore, he also talks a bit about his routine.

Choose the correct option:

1) What is Bob going to prepare?

- Dinner
- Lunch
- Breakfast

2) What kind of meal is Bob going to prepare with the adapted utensils for the kitchen?

- Junk food
- Vegetarian food
- Healthy food

3) Is he an active person?

- Yes
- No

4) What kind of sports does he practice?

- Basketball
- Rugby
- Swimming



On the tip of your tongue!

In English, each letter can have many sounds. We say the -s / -es endings of simple present tense verbs in three ways.

[s] as in likes
[z] as in falls
[ɪz] as in watches

Exercise 6: Listen and Write

A. Listen to the verbs. Do you hear [s] , [z] , or [ɪz]? Write the word in the column.

[s] likes		[z] falls		[ɪz] watches	



Speak out!

A. What are your opinions about...?

Cooking & Eating Habits	Agree	Maybe	Disagree
1. People overeat sugar.			
2. Parents need to pay for what their children eat.			
3. There is too much ultra-processed food.			
4. Most people are careless about what they eat.			
5. People do not have time to prepare their meals at home.			

B. Work with a classmate. Compare your opinions. Do you agree with your classmate? Use the language for agreeing and disagreeing,

Agreeing	Disagreeing
I think so too, because. ... I don't think so, either, because. ...	I'm sorry, but I don't agree with you, because

I agree with you because. . . .	I'm sorry, but I think
---------------------------------	-----------------------------



Read all about it!

Prereading

A. This unit is about cooking: pleasure & necessity. The following article is about a cooking program that helps people with disabilities learn how to prepare their meals. What do these two situations have to do with each other?

B. When you read, you sometimes find words that you do not understand. Often, you can figure out the meanings of these words without using a dictionary. You can use the information from the rest of the text (the context) to figure out the meanings.

C. When we read, we often want to find out a fact, such as a name, a date, a price, or a time of a day, very quickly. To do this, we look for only the fact. We do not read all the words. This kind of reading is called **scanning**. Which kinds of reading would you probably scan?

Circle the numbers.

- | | |
|-----------------------|------------------------|
| 1. a telephone book | 4. a story |
| 2. a television guide | 5. a friend's letter |
| 3. a poem | 6. a table of contents |

Cooking program helping Ellie McInerney and other NDIS clients to live independently

ABC Eyre Peninsula / By Jodie Hamilton Posted Sat 12 Sep 2020 at 11:23 pm



Available at: <https://www.abc.net.au/news/2020-09-13/ndis-cooking-for-life-skills-in-port-lincoln/12655030> accessed on December 5th, 2020.

Ms. McInerney was born with a motor-neuron weakness that affects her leg, but she gets around the kitchen using mobility aids. (*ABC Eyre Peninsula: Jodie Hamilton*)

1. Ellie McInerney, who was born with a **mystery** paralysis, graduated from school last year and is learning to cook so she can one day have her place.

She is **undertaking** the Cook, Eat, Repeat program run by Kathryn Doudle, who **started out** making meals for people unable to cook for themselves.

5. Ms. Doudle said that given cooking was a key health factor for many NDIS clients, she had decided to empower her clients with the new program, **handing over** the apron and kitchen utensils so they could learn to fend for themselves.

"They're gaining confidence and independence, the capacity of living on their own, because eventually, their parents won't be around and eventually, they might want to leave home, and this is a basic life **10.skill**," she said.

Ms. Doudle said food was medicine.

"When you eat well, you feel well, and some of your symptoms may even disappear," she said.

"To teach these people how to cook for themselves in a healthy way using fresh ingredients, not using packet stuff and not relying on takeaway products, it's going to be a win-win for everybody — and for the health system too."

15. She said some clients were relying on fast food **takeaways** for meals.

"That's what I'm hearing, and that makes me sad because that food is not going to make them well. It's full of chemicals, full of salt, sugar," she said.

Director of NDIS service provider Empowrd, Bec Kolpondinos, said there was a growing demand for home-cooked meals.

20. "It could be a case of grown people with a disability still living at home with their parents, then one of their parents might go into aged care or even pass away, and often the participant can't prepare their meals or healthy options," Ms. Kolpondinos said.[...].

It is adapted from a **Cooking program helping Ellie McInerney and other NDIS¹ clients to live independently.**

Available at: <https://www.abc.net.au/news/2020-09-13/ndis-cooking-for-life-skills-in-port-lincoln/12655030>. accessed on December 5th, 2020.

¹ <https://www.ndis.gov.au/> - National Disability Insurance Scheme

Exercise 7: Meaning from Context

A. Find the highlighted words in the text. Use the context to figure out which word or words mean the same. Write the letter on the line.

<p>1. Mystery (line 1) - Ellie McInerney, who was born with a mystery paralysis, [...] Mystery means: _____.</p> <p>2. Undertaking (line 2) - She is undertaking the Cook, Eat, Repeat program [...] Undertaking means: _____.</p> <p>3. Started out (line 2) - Kathryn Doudle, who started out making meals [...] Started out means: _____.</p> <p>4. Handing over (line 6) - To empower her clients with the new program, handing over the apron and[...] Handing over means: _____.</p> <p>5. Takeaways (line 15) - She said some clients were relying on fast food takeaways for meals. Takeaways means: _____.</p>	<p>a. A piece of work that someone has decided or agreed to do</p> <p>b. To give something to someone, esp. after being asked or told to do this</p> <p>c. A meal cooked and bought at a shop or restaurant but taken somewhere else</p> <p>d. Something strange or not known.</p> <p>e. To begin your life, or the part of your life when you work, in a particular way</p>
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Put it in writing!

A. Brainstorming

After you choose a paragraph topic and a paragraph function (narration or description), the next step is to think about the information you want to put in your paragraph. When you list possible information, you are **brainstorming**.

Brainstorming is a beginning step for writing in which you try to think of as many ideas about a topic as possible. Do not worry about whether your ideas are good or bad. Just list all your ideas as you think of them.

For example, imagine you are going to write a paragraph about the topic “healthy food.” You might list ideas such as “my favorite healthy meal” or which restaurant I want to go to on my next trip.”

Exercise 8: Brainstorming

You are going to write a paragraph about what you can do at a health spa. For example, you can eat Chinese food, have a relaxing massage, and sauna. On a sheet of paper, list other activities you can do.

B. Focusing

After you brainstorm, look at the ideas again. Keep the ideas that are related to your topic and eliminate all the others. This step is called **focusing**. For example, in the list in Exercise 8, you may decide to focus only on relaxing moments. In this case, keep “relaxing massage” and “sauna” and cross off “eat Chinese food.”

Exercise 9: Focusing

Look at the list you made in Exercise 8. It probably has a lot of different kinds of activities. Focus on the list. Choose one part of the day or one place and cross off everything that is not about that time and place.

Exercise 10: Writing Activity

Imagine you were hired by a famous SPA, and you are in charge of answering people/clients on the website the SPA has about some doubts they have about the place. Think about all the possible comments you will have to face. Check some comments about a SPA in Australia.



Available at: https://www.elementaveda.com.au/paddington_ Accessed on December 5th, 2020.

Create an answer about one of the comments above and post it on our padlet, and comment on at least one of the other posts: <https://padlet.com/sergiobelo2006/i7n5jeevdo7zv9t7>.

Quiz Answer Key

1. What is the maximum number of teaspoons of sugar an average healthy adult should consume in food and drinks (excluding fruit, vegetables, and milk) each day?

Correct answer: b) 13

The World Health Organization recommends we keep our intake of "free sugar" to less than 10 percent of our daily energy intake. Free sugar refers to sugars added to food and drinks by cooks and manufacturers as well as naturally occurring in honey, syrups, and fruit juices but NOT the sugars in fresh fruits, vegetables, or the natural sugars in milk. For an adult on a diet of 8700kJ a day, staying under 10 percent of total energy means consuming no more than 55 grams or 13 teaspoons of sugar per day. But WHO points out a reduction to below 5 percent of total energy intake per day (6.5 teaspoons) would have additional benefits. Note that how many kilojoules you need in total each day depends on your age, sex, and level of activity.

2. Some popular breakfast cereals marketed at children have been found to contain up to 30 percent sugar.

Correct answer: a) True

If you were going to make yourself a bowl of porridge for breakfast, can you imagine if one-third of that was added sugar? Probably not. Yet, some popular breakfast cereals have more than 30 percent sugar. Some food companies have adopted the voluntary health star rating system, but some companies that manufacturer breakfast cereals haven't. So, in some cases, you'll need to look at the nutrition information panel to find out how much sugar your favorite cereal contains.

3. Is there evidence sugar affects blood pressure?

Correct Answer: d) Yes, sugar can raise blood pressure by a small amount that is independent of any weight gain it can cause.

There's been plenty of debate about whether sugar's potential to harm our health is purely because of its potential to make us gain weight. But Jim Mann, a professor in the Department of Human Nutrition and Medicine at the University of Otago in New Zealand, believes its effects may go beyond that. In a recent review of studies, Mann and his colleagues found sugar harmed blood pressure and cholesterol, which was independent of any weight gain.

"It does seem that sugar has a small effect on BP," he said. And this may mean "that in susceptible individuals it has a bigger effect. But how important this effect on blood pressure and cholesterol is to the epidemic of chronic diseases around the world isn't known.

More info: Is sugar making us sick?

4. Around how much sugar is in a tablespoon (20 ml) of tomato sauce (ketchup)?

Correct answer: a) One teaspoon (5 ml)

Much of the sugars consumed today are "hidden" in processed foods that are not usually seen as sweets. For example, 1 tablespoon of tomato sauce contains around 4 grams (around 1 teaspoon) of sugars.

5. An analysis of 63 studies suggests reducing the amount of free sugars in the diet can, on average reduce an adult's weight by?

Correct answer: c) 0.8 kilograms

Professor Jim Mann, a professor in the Department of Human Nutrition and Medicine at the University of Otago in New Zealand, and his colleagues have reviewed 68 studies that directly looked at the effects of free sugars – those added to foods or in honey, syrups, and fruit juices

– on body weight. Their analysis showed that reducing the amount of free sugars in the diet had a small but significant effect on body weight in adults – an average reduction of 0.8 kilograms. Interestingly, they found that an increase in sugar intake was associated with a corresponding 0.75 kg increase in body weight. Mann argues sugar contributes to obesity because it is high in kilojoules and you can consume a lot of it without even realizing it, especially if you're consuming it in the form of sweetened drinks.

More info: Is sugar making us sick?

6. Drink one can of soft drink a day for a year, and you are at risk of gaining how much weight?

Correct Answer: d) Nearly 7 kilos

Soft drinks make it easy to stack on weight; their high sugar content makes them high in kilojoules, and our bodies don't seem to "register" kilojoules in liquid form as well as those in food. This means we do not eat less of anything else in exchange for the extra kilojoules we drink, increasing the odds of gaining kilos. It is estimated that drinking one can of soft drink a day for a year leads to a weight gain of as much as 6.75 kilograms, according to the Rethink Sugary Drink campaign, being run by the Cancer Council, Diabetes Australia, and the National Heart Foundation.

7. A 650 ml glass of apple juice has around the same number of kilojoules as:

Correct answer: c) 650 ml of cola

Juice might seem like a healthy alternative to soft drinks, but it can contain just as many kilojoules. That is because juicing removes most of the fiber from the fruit, making it easy to overdose on the fruit sugar. It takes around four 200-gram apples to make a 650ml drink of fresh apple juice, which contains around 1300 kilojoules, about the same amount as a 650ml cola.

More info: Healthy Living Video: Drinks and your waistline.

Available at: <https://www.abc.net.au/health/quizzestools/quizzes/2015/03/19/4200567.html>. Accessed on November 10th, 2020.

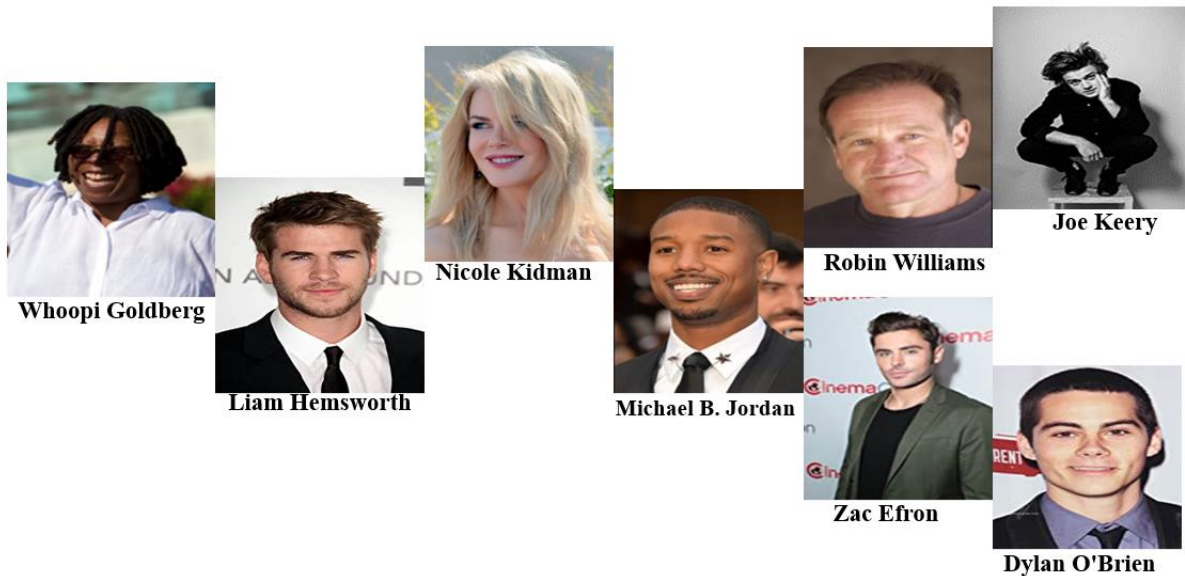


Available at: <https://premierskillsenglish.britishcouncil.org/course-stages/lesson-1-film-vocabulary>. Accessed on January 14, 2021.



Figure it out!

A. Look at the actors and actresses. What do you know about them?



Available at: <https://www.imdb.com/list/ls068575445/>. Accessed on March 14th, 2021.

B. Which actor or actress in each Bios about?

Bio A

She was born 20 June 1967) is an Australian actress, producer, and singer. She has received an Academy Award, two Primetime Emmy Awards, and five Golden Globe Awards. She was ranked among the world's highest-paid actresses in 2006, 2018, and 2019. Time magazine named her one of the 100 most influential¹ people in the world in 2004 and again in 2018. In

2020, The New York Times ranked her fifth on its list of the greatest actors of the 21st century up to that point.

She began her acting career in Australia with the 1983 films *Bush Christmas* and *BMX Bandits*. Her breakthrough² came in 1989 with the thriller film *Dead Calm* and the miniseries³ *Bangkok Hilton*. In 1990, she made her Hollywood debut⁴ in the racing film *Days of Thunder*, opposite Tom Cruise. She went on to achieve wider recognition with lead roles in *Far and Away* (1992), *Batman Forever* (1995), *To Die For* (1995), and *Eyes Wide Shut* (1999). She won the Academy Award for Best Actress for portraying⁵ the writer Virginia Woolf in the drama *The Hours* (2002). Her other Oscar-nominated roles were as a courtesan in the musical *Moulin Rouge!* (2001) and emotionally troubled mothers in the dramas *Rabbit Hole* (2010) and *Lion* (2016). Kidman's other film credits include *The Others* (2001), *Cold Mountain* (2003), *Dogville* (2003), *Birth* (2004), *Australia* (2008), *The Paperboy* (2012), *Paddington* (2014), *The Killing of a Sacred Deer* (2017), *Destroyer* (2018), *Aquaman* (2018) and *Bombshell* (2019).

Being born in Hawaii, she was given the Hawaiian name "Hōkūlani," meaning "heavenly star." The inspiration came from a baby elephant born around the same time at the Honolulu Zoo.

Available at: https://en.wikipedia.org/wiki/Nicole_Kidman - <https://tv.apple.com/us/person/nicole-kidman/umc.cpc.6rp5jdqm4osrao4sh5dn5llv4>. Accessed on March 14, 2021.

Bio B

Caryn Elaine Johnson (born November 13, 1955), known professionally as _____, is an American actress, comedian, author, and television personality⁶. A recipient of numerous accolades, Goldberg is one of sixteen entertainers⁷ to have won an Emmy Award, a Grammy Award, an Academy Award, and a Tony Award.

Her film breakthrough came in 1985 for her role as Celie, a mistreated woman in the *Deep South*, in Steven Spielberg's period drama film *The Color Purple*, for which she was nominated for the Academy Award for Best Actress and won her first Golden Globe Award. For her performance in the romantic fantasy film *Ghost* (1990) as an eccentric psychic, she won the Academy Award for Best Supporting Actress and a second Golden Globe Award. In 1992, Goldberg starred in the comedy *Sister Act*, earning a third Golden Globe Award nomination. She reprised the role in *Sister Act 2: Back in the Habit* (1993), making her the highest-paid actress at the time.

Available at: https://en.wikipedia.org/wiki/Whoopi_Goldberg - https://stephenking.fandom.com/wiki/Whoopi_Goldberg - <https://www.olivia.com/entertainment-single/153>. Accessed on March 14, 2021.

Bio C

He was born and raised in New Delhi, India. His mother, Shailaja Sharma, is an economist and his father, Gokul Chauri, is a software engineer. He has a brother and sister who are both younger than him. His father is from Thalasseri, Kerala and his mother are from Palakkad, Kerala.

He was one of 3,000 to audition⁸ for the role of Pi in Life of Pi (2012) and he attended the audition only because his younger brother asked him to. Several rounds of auditions ended when director Ang Lee chose Sharma because of his expressive eyes and innocent appearance. Since appearing in Life of Pi (2012), Sharma has returned to his study of philosophy at St. Stephens College, Delhi of Delhi University. Sharma received a Las Vegas Film Critics Society Award for Youth in Film for his performance in Life of Pi (2012), as well as an MTV Movie Award and a Saturn Award.

Available at: <https://www.imdb.com/name/nm4139037/bio>. Accessed on April 29, 2021.

**Exercise 1: Vocabulary Check**

The words in column 1 are from the Bios, and near them, there are numbers superscripted. Match them with the meanings in column 2.

1. () influential	a. a short performance that someone gives to try to get a job as an actor, musician, dancer, etc.
2. () breakthrough	b. having the power to change people or things.
3. () miniseries	c. the occasion when someone performs or presents something to the public for the first time.
4. () debut	d. someone whose job is to make people laugh and enjoy themselves by singing, telling jokes.
5. () portray(ing)	e. an important discovery or event that helps to improve a situation or provide an answer to a problem.
6. () personality	f. the qualities that make one person different from another.
7. () entertainer(s)	
8. () audition	

	<p>g. a program or play divided into several different parts that are broadcast on television over a short period</p> <p>h. to represent or describe someone or something in a painting, film, book, or other artistic work</p>
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Source: exercise designed the author of this paper based on coursebooks, and all definitions were taken or adapted from the Cambridge dictionary and are available at <https://dictionary.cambridge.org/>. Accessed on April 29, 2021.



Available at: <https://unsplash.com/s/photos/movie>, <https://www.shutterstock.com/search/movie>, <https://www.gettyimages.com.br/fotos/movie-still?family=editorial&phrase=movie%20still&sort=mostpopular>. Accessed on March 14th, 2021.



Talk it through!

Let's discuss!

- What's the best movie you've ever seen?
- Did you read anything about this movie?
- What is your opinion about movie/film reviews?
- Have you ever thought about its structure?
- What is the purpose of a review?
- Have you ever read movie/film reviews? Which one(s)?

Read the excerpts below to get more acquainted with the genre review. Is there any other information that you did not know about reviews? Share your findings with the group.

1. A **review** is the analysis of the film made by one person or collectively expressing an opinion on the movie. The peculiarity of a **movie review** is that it does not simply evaluate the movie but gives particular opinions, which are the foundation of **film review**.

2. The **main purpose** of a movie review is to inform the reader about the film and its ideas.

3. The Essential **Elements of Film Reviews**. David Bordwell suggests in his book *Making Meaning* that there are four key **components** present in **film reviews**. These **components** consist of condensed plot synopsis, background information, a set of abbreviated arguments about the **film**, and an evaluation.

Available at: https://www.bestessays.com/glossary/movie_review.php .Accessed on April 18, 2021.

Let's put it into practice!

A. A group of students is going to pretend to be a director who got a bad review about one of the films he was in charge of. One of the students is going to be the reporter who works for the Cinema Life Magazine, and the other one is going to play the director's part. Take turns being the reporter and the director. Read and use the language possibilities for help.

Roles	Language Possibilities	
Reporter	Ask about actions in the past.	When did you decide to become a director?
Director	Describe actions in the past.	When I was thirty, at first, I wanted to retire and live on a farm. Then I changed my mind and decided to go on working a little bit more.

Questions
1. The most essential quality for a film director.
2. A time you had a disagreement about your artistic vision.
3. The most advanced skill you acquired as a film director.
4. Coping with being away from home for extended periods.
5. A time when you made a mistake.
6. Learn anything from this film.
7. The most rewarding production you have worked on so far.
8. Reason for having a bad review about this film.

Available at: <https://www.betterteam.com/cinematographer-interview-questions>. Accessed on: April 7th, 2021.



Take it apart!

A. Past Time - talking about past events

Essential contrasts: past simple and past continuous

- The past simple generally refers to:

Completed actions

I **got** up, **switched** off the radio, and **sat** down again

Habits

Every day I **went** to the park.

States

In those times, I **didn't like** reading.

- The past continuous (progressive) generally refers to:
- Actions in progress (often interrupted by events):

I **was drinking** my coffee at the time.

While I **was opening** the letter, the phone rang.

Background description in narrative

I entered the office and looked around. Most people **were working** at their desks, but Jane **was staring** out of the window and **pretending** to write something at the same time.

Changing states

The car **was getting** worse all the time. One of the headlights **was gradually falling** off, and the engine **was making** more and more funny noises.

- Repeated actions – criticism

With a frequency adverb, this use is similar to the use of the present continuous to express annoyance.

When Jane was at school, she **was always losing** things.

- The past continuous is not used to describe general habitual actions without the sense of criticism mentioned above. The simple past simple is used for this meaning.

When I **lived** in London, I **walked** through the park every day

Used to and would

- **Used to**

This often contrasts with the present. The contrast may be stated or understood. There is no present tense form “use to.”

I **used to go** swimming a lot. (but I don't know)

The negative form is either: I didn't use to, or I used not to (rare for some speakers).
The form I didn't used to may also be found. This is usually considered incorrect unless we consider used to as an unchanging semi-modal form.

- **Would**

This describes habitual activity which was typical of a person or a time period.

Every week he'd buy his mother a bunch of flowers. (habitual activity)

It is used for repeated actions but not for states.

I **used to like** cowboy films. (would cannot be used here)

Where we use would to describe a habitual activity, used to is also possible.

Every week he **used to buy** his mother a bunch of flowers.

Would is more common in written language and often occurs in reminiscences.



Exercise 2: Word or Phrase?

Language Practice

a) **Underline the correct word or phrase to complete each sentence.**

1. When you passed the town hall clock, did you notice/were you noticing what time it was?
2. Last night, my neighbors *were shouting / would shout* for hours and I could not get to sleep.
3. When you lived in London, *did you use to travel/were traveling* by bus?
4. Everyone was having a good time, although not many people *danced/were dancing*.
5. It took a while for me to notice, but then I did. Everyone *stared/was staring* at me. What had I done wrong?
6. I *was trying/tried* to get in touch with you all yesterday. Where were you?
7. A: Excuse me, but this seat is mine.

B: I'm sorry, I *didn't realize / wouldn't realize* that you were sitting here.

Source: these exercises were taken or adapted from a grammar book – Language Practice for Advance by Michael Vince, and it is also available on the website <https://lektsii.net/4-80067.html> although we did not use this website.



Exercise 3: The Three Stories!

These paragraphs begin three stories: a love story, a western, and a horror story.

b) Complete the paragraphs using the past continuous or the past simple of the verbs in brackets.

(i) It was midnight and I was alone in the house. Outside it ***was raining*** (rain) very hard. I (1) _____ (get) ready to go to bed when I suddenly heard a strange noise outside my room in the corridor. Then, when I looked at the door, I noticed that someone (2) _____ (turn) the handle! I (3) _____ (rush) over to the door and quickly (4) _____ (turn) the key in the lock. Then I (5) _____ (ask) in a trembling voice, “who is it?”

(ii) It was early evening and it (1) _____ (begin) to get dark in the surgery of Doctor Nigel Harris. The young, handsome doctor (2) _____ (stand) looking sadly out of the window when there was a quiet knock at the surgery door. The door (3) _____ (open) and Dr Harris (4) _____ (turn) round to see the young girl who had just entered the room. She was very beautiful. With a sad smile the doctor (5) _____ (ask). “Are you the new nurse?”

(iii) I (1) _____ (sit) in the big chair in Henry’s barber’s shop at the time. Henry (2) _____ (cut) my hair with his big pair of scissors when we heard the sound of a horse outside. The noise was so loud that we (3) _____ (go) over to the window to look. Through the window we could see at least twenty gunmen riding into town. Henry immediately (4) _____ (go) over to his desk and (5) _____ (put) on his gun and Sheriff’s badge.

2. Which paragraph begins which story?

Not all verbs are regular. Look at the chart.

Base Form	Simple past tense
begin stand sit cut go put	began stood sat cut went put



Exercise 5: Time to Check! What does your partner say?

We can use the simple past tense in only some of these situations. Choose one of the situations in which we can use this tense. What do you say in the situation? Tell a partner, and then ask your partner. What does your partner say? Tell the class.

1. Talk about your next summer vacation.
2. Describe your first pop concert,
3. Tell a funny story.
4. Talk about what you did at school or work yesterday.
5. Tell me how you learned English.



Listen to this! Are you a big fan of movies or TV programs?

Prelistening

- A. Do you enjoy watching movies/TV? Why or why not? What is your favorite type of movie or TV program? Do you like watching foreign movies? Have you ever heard about a movie named Minari?



Available at: <https://www.google.com.br/images>., Accessed on: April 11th, 2021.

Available at [Minari - Em Busca da Felicidade | Trailer Legendado](#) accessed on April 11th, 2021.

Actress Youn Yuh-Jung: her career spans five decades and includes starring roles in classic films and TV dramas. She has newfound fame here in the U.S. with the Oscar-nominated film "Minari."

Available at: <https://news.wbfo.org/post/i-feel-im-olympian-youn-yuh-jung-her-historic-oscar-nomination>. Accessed on April 25, 2021.

Listen to the interview she gave to the NPR Radio host, Rachel Martin, and answer the questions below.

- 1) What is Youn Yuh-jung's nationality? _____
- 2) How old is she? _____
- 3) In what does the movie "Minari" center around? _____
- 4) What role does Youn Yuh-jung play in the movie "Minari"? _____
- 5) Who needed some time to get used to her in the story? _____



On the tip of your tongue!

How to pronounce the Simple Past Tense Endings

We have three ways of pronouncing the past tense endings in English.

[t] as in liked
[d] as in spelled
[ɪd] as in wanted

Exercise 6: Listen and Write!

A. Listen! Do you hear [t] , [d] , or [ɪd]? Write the word in the column.

[t]		[d]		[ɪd]	



Speak out!

A. Think about the first-time experiences, such as the first time you went to the movies, your first date, or your first day at school. So, what happened? How did you feel? Talk to a partner about your experience(s). If necessary, here is a reminder about how to keep a conversation going. Use the language you know to keep the conversation as natural as possible. When you finish, ask your partner if you can share one of his or her experiences.

Keeping a Conversation Going			
Ask questions that start with Who, What, When, Where, Why, and How . Try to avoid yes/no questions.			
Then what?	What else?	Oh, really?	Oh?

Available at: <https://www.espressoenglish.net/how-to-continue-a-conversation-in-english/>. Accessed on April 23rd, 2021.



Read all about it!

A. This unit is about movies which are loved by many people. The following article is about the invention of the seventh art. Movies often produce emotions or feelings in people, emotions that can be reached even if we are talking about the creation of the seventh art. Let’s brainstorm words or expressions that can describe the creation/invention the seventh art.

B. When you read, you sometimes find words that you do not understand. Often, you can figure out the meanings of these words without using a dictionary. You can use the information from the rest of the text (the context) to figure out the meanings.

A VERY SHORT HISTORY OF CINEMA

Published: 18 June 2020

Learn about the history and development of cinema, from the Kinetoscope in 1891 to today. Cinematography is the illusion of movement by the recording and subsequent rapid projection of many still photographic pictures on a screen. Originally a product of 19th-century scientific endeavor, cinema has become a medium of mass entertainment and communication, and today it is a multi-billion-pound industry.

WHO INVENTED CINEMA?



Publicity image of Edison Kinetophone,
c.1895.

Available at:
<https://commons.wikimedia.org/wiki/File:Kinetophone1.jpg>. Accessed on April 14th, 2021.

No one person invented cinema. However, in 1891 the Edison Company successfully demonstrated a prototype of the Kinetoscope, which enabled one person at a time to view moving pictures.

The first public Kinetoscope demonstration took place in 1893. By 1894 the Kinetoscope was a commercial success, with public parlors established around the world.

The first to present projected moving pictures to a paying audience were the Lumière brothers in December 1895 in Paris, France. They used a device of their own making, the Cinématographe, which was a camera, a projector, and a film printer all in one.

WHAT WERE EARLY FILMS LIKE?

At first, films were very short, sometimes only a few minutes or less. They were shown at fairgrounds, music halls, or anywhere a screen could be set up and a room darkened. Subjects

included local scenes and activities, views of foreign lands, short comedies, and newsworthy events.

The films were accompanied by lectures, music, and a lot of audience participation. Although they did not have synchronized dialogue, they were not ‘silent’ as they are sometimes described.

THE RISE OF THE FILM INDUSTRY

By 1914, several national film industries were established. At this time, Europe, Russia, and Scandinavia were the dominant industries; America was much less important. Films became longer and storytelling, or narrative, became the dominant form.

As more people paid to see movies, the industry which grew around them was prepared to invest more money in their production, distribution, and exhibition, so large studios were established and dedicated cinemas built. The First World War greatly affected the film industry in Europe, and the American industry grew in relative importance.

The first 30 years of cinema were characterized by the growth and consolidation of an industrial base, the establishment of the narrative form, and the refinement of technology. [...]

Available at: <https://www.scienceandmediamuseum.org.uk/objects-and-stories/very-short-history-of-cinema>.
Accessed on: April 14, 2021.

Exercise 7: Comprehension Check

1. When is probably the origin of the cinema?
2. Who invented the cinema?
3. Who and where was the first paid presentation of moving pictures?
4. What were early films like?

Exercise 8: Chronological Order Check

In what order did the events in the list take place? Order them from 1st(first) to 5th (last)

_____ The first 30 years of cinema was characterized by the growth and consolidation of an industrial base.

_____ In 1891 the Edison Company successfully demonstrated a prototype of the Kinetoscope.

_____ By 1914, several national film industries were established.

_____ Cinematography is originally a product of 19th-century scientific endeavor.

_____ At first, films were concise, sometimes only a few minutes or less.



Put it in writing!

A. Supporting Sentences

After choosing your topic sentence, there are many sentences in the paragraph. These sentences give more information about the topic sentence. They are called **supporting sentences**. In a good paragraph, all of the supporting sentences should give information about the topic sentence.

Example 1 - Let's consider the following main idea:

Modern cable TV is being defeated by streaming companies.

A writer who wants to explain this idea to readers must support it with information. The following supporting sentences can be used:

- a) Almost everybody is anxious to see excellent programs and films on TV.
- 1. b) The streaming companies are replacing cable TV because they are more affordable.
- 2. c) Streaming is also full of new programs and films. It allows us to choose from an old soap opera to a film that has just been displayed at the cinemas.

“Each of these sentences supports the main idea by giving the reader information or context to help understand the writer’s focus. Note that a writer would not use all three of these supporting sentences together. Choosing the best supporting sentence depends on what the writer is trying to achieve in the paragraph.”

Available at: <https://literaryterms.net/supporting-sentence/>. Accessed on: April 15th, 2021.

Exercise 9: Writing Activity

Write a review paragraph pretending you work for a newspaper as a movie critic, but remember the points we studied in “*Talk it through*” about what a review is. Post it on our padlet and comment on at least one of the other posts.

<https://padlet.com/sergiobelo2006/2c50rktvfwmd50w8> or if you prefer to use the QR Code:



TEACHER'S GUIDE

Unit 1 – Cooking: pleasure and necessity

Think it over!

The unit opening is with a warm-up which both introduces the students to the theme of the unit and involves them in that theme

Preteaching

► **A. Do you enjoy cooking! Yes or no? / Why? or why not?** - Lead a discussion about cooking. Ask students to name the kinds of food they like and their favorite food. Try to persuade students to say their preferences about food when they were children. Go through questions without opening the book.

► **B. Match the types of food with the pictures below. Write the names under each picture:**

Sour Food	Take Away Food	Salty Food	Ultra-Processed Food
Sugar Food	Home Cooked Meal	Healthy Food	Vegetarian Food

Answers

			
Ultra-Processed Food	Healthy Food	Vegetarian Food	Salty Food
			
Home Cooked Meal	Take Away Food	Sugar Food	Sour Food

Available at: <https://www.google.com.br/imghp?hl=pt-BR&tab=wi&ogbl>. Accessed on: November 29, 2020.



Introducing Vocabulary

Every opportunity should be taken to involve students in the learning process. Introduce vocabulary through pictures, realia, or use a projector and even a smartboard if available. Encourage students to provide synonyms, antonyms, examples, or simple definitions. Many English words are similar in form and meaning to words in other languages. Students should be trained to recognize these cognates (and cautioned on the dangers of false cognates). Help students learn the value and techniques of paraphrasing and circumlocution, e.g., “the thing you

can cut bread with” for **knife**. Finally, encourage students to use only monolingual dictionaries. The translation should be used as a last resort.

Figure it out!

In this section, you will have the chance to engage students in using the new language. You will have an opportunity of engaging students in a speaking moment.

Preteaching

► **The answer is: YES! We DO love sugar!** Ask students if they care about how much sugar they eat. Ask them to fill in the quiz on sugar. After doing so, they can check their points at the end of the unit.

► **Exercise 1: Vocabulary Check** - Put the name of the foods in the correct group:



Introducing Vocabulary

Every opportunity should be taken to involve students in the learning process. Introduce vocabulary through pictures, realia, or use a projector and even a smartboard if available. Encourage students to provide synonyms, antonyms, examples, or simple definitions. Many English words are similar in form and meaning to words in other languages. Students should be trained to recognize these cognates (and cautioned on the dangers of false cognates). Help students learn the value and techniques of paraphrasing and circumlocution, e.g., “the thing you can cut bread with” for **knife**. Finally, encourage students to use only monolingual dictionaries. The translation should be used as a last resort.

Apple – Banana - Beans - Beet - Bread (wheat) - Butter - Chicken - Cakes - Carrot - Cereal – Cheese - Chocolate - Coconut – Cookies - Corn - Donuts - Egg - Broccoli - Fish – Grapes - Hot dog - Ice Cream – Lemon – Lettuce - Milk – Onion - Orange – Peach – Pear – Peas – Pies – Pineapple – Pizza – Pork – Potato - Potato Chips - Red meat – Rice – Sandwiches - Soda – Spaghetti – Strawberry – Tomato – Watermelon - Yogurt

Answers

MILK GROUP	MEAT GROUP (protein)	VEGETABLE GROUP	FRUIT GROUP	GRAIN GROUP	OTHERS “Junk Food”

Butter	Chicken	Beet	Apple	Beans	Chocolate
Cheese	Egg	Carrots	Banana	Bread	Cookies
Milk	Fish	Broccoli	Coconut	Cakes	Donuts
Yogurt	Pork	Lettuce	Grapes	Cereal	Hot dog
	Red meat	Onion	Lemon	Corn	Ice cream
		Peas	Orange	Rice	Pies
		Potato	Peach	Spaghetti	Pizza
		Tomato	Pear		Potato chips
			Pineapple		Sandwiches
			Strawberry		Soda
			Watermelon		

► **Talk it through!**

Procedures

The purpose of this activity is to develop fluency. The students should be free without fear of interruption for error correction. If you notice persistent errors, write them down for review later.

In this part, students are expected to practice one or more aspects of the target language in a controlled context. It is an intermediary step between cue dependency and real production.

Ask a volunteer to read the questions. Allow them to answer the questions in pairs or small groups. This first part is not to be an interview; it is just to share and gather information.

Before going to the questions watch a video at <https://youtu.be/OVAMb6Kui6A> and then go to the questions. If it is not possible to watch the video, bring some copies with printed interviews and ask students to perform them. After that, students can be asked to read the description of what an interview is.

► **Let's put it into practice!**

A. A group of students is interviewing people around school to check about their eating habits and also about favorite food. Look at the grid about the types of food and prepare an interview question for each category. Use the language possibilities for help.

Follow Up!

OPTION: DRAMATIZATION: ask one or more pairs to perform their interviews. Encourage students as much as possible to expand their dialogues.

► **Take it apart!**

This part presents the target grammar of the unit. It focuses on the structure, meaning and usage, and it is designed to encourage students to analyze the language through either inductive and deductive reasoning. A variety of exercises integrates listening, speaking, reading and writing, and develops such cognitive skills as classifying, generalizing, making inferences, and drawing conclusions.

Assign this part as homework: ask students to read and pay attention to the simple present.

In a subsequent class, asks them for some information, for example what they understood from what they read.

► **Exercise 2: Word or Phrase?** Ask them to work in pairs for doing this exercise.

Answers:

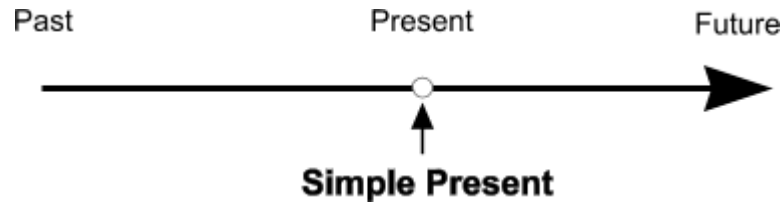
Exercise 2: Word or Phrase?

a) Underline the correct word or phrase to complete each sentence.

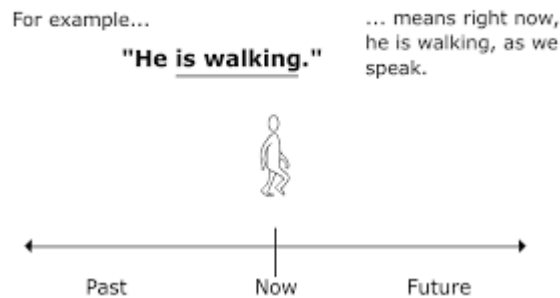
1. I haven't decided yet whether to buy a new car or a second-hand one. But *I think* about it / *I'm thinking* about it.
2. All right, you try to fix the television! But *I hope* / *I'm hoping* you know what you're doing.
3. Every year *I visit* / *I'm visiting* Britain to improve my English.
4. It's time we turned on the central heating. *It gets* / *It's getting* colder every day.
5. Of course, you're Mary, aren't you! *I recognize* / *I am recognizing* you now.
6. The film War and Peace is very long. *It lasts* / *It is lasting* over four hours.
7. I can see from what you say that your mornings are very busy! But what *do you do/are you doing* in the afternoons?
8. I'm going to buy a new swimming costume. My old one *doesn't fit/isn't fitting* anymore.
9. That must be the end of the first part of the performance. What *happens/is happening* now?
10. What's the matter? Why *do you look/are you looking* at me like that?

Available at: <https://english804.wordpress.com/exercises-for-unit-2/>. Accessed on: April 29, 2021.

Go to the board and draw a timeline to clarify and also contrast the simple present tense and the present continuous/progressive. After doing so, ask students to work on the next exercise.



Available at: <https://www.ego4u.com/en/cram-up/grammar/simple-present>. Accessed on: April 21st, 2021.



Available at: <https://br.pinterest.com/pin/222294931585197376/>. Accessed on: April 21st, 2021.

► **Exercise 3: Present Simple or Present Continuous that is the question!**

b) Complete each sentence with the present simple or present continuous form of the verbs in brackets.

Answers:

1. hear
2. are drinking
3. am depending
4. are forever interrupting
5. do you drink
6. want
7. is handling

► **Exercise 4 – Similar Meaning**

a) Complete the second sentence so that it has a similar meaning to the first sentence, using one of the words in bold. Do not change the word in bold. You must use between two and five words, including the word in bold.

Answers:

1. looks just like / exactly like
2. that belongs to you
3. am really enjoying working
4. means I take
5. cycling group consists of
6. you think is going to
7. am measuring (the width of)

► Exercise 5: Time to Check! What does your partner say?

We can use the simple present tense in only some of these situations. Choose one of the situations in which we can use this tense. What do you say in the situation? Tell a partner, and then interview your partner. Remember the cues about what an interview is, which were given on “*Talk it through.*” What does your partner say? Tell the class.

This section is just to provide more reflection on the use of the simple present. If necessary, ask learners to provide more examples that can fit in the exercise (simple present/present continuous).

► Listen to this! Independent Cooking with Adapted Tools

The listening section develops such skills as listening for main ideas and/or details, making inferences, and organizing information. Prelistening activities focus on anticipating meaning and on applying knowledge to the listening task.

Prelistening








Do you think cooking a challenging task? Why or why not? What is difficult and or easy while preparing your meal? Have you ever thought about how it is to cook with disabilities?

PreListening

► Before you listen to Bob’s narrative about cooking with adapted tools try to match the pictures below with their names. The vocabulary below is going to be mentioned in the listening activity.

Answers:

Lunchtime – Salad – Cutting board – Knife – Rugby – Head of lettuce – Fork – Spoon

			
Salad	Cutting board	Head of lettuce	Lunchtime
			
Knife	Rugby	Fork	Spoon

In this audio, Bob Lujano talks about various uses for adapted kitchen tools. Furthermore, he also talks a bit about his routine. Available at <https://youtu.be/srnOwvEDKHk> - Bob Lujano

Here you have the tapescript:

Independent Cooking with adapted tools

Bob Lujano

Speaker: Bob, a man who uses a wheelchair and his limb loss, demonstrates how to cook a healthy meal while using adapted utensils. A title appears—Independent Cooking with Adapted Tools. There are several different types of knives, forks, and spoons, with large grips or weighted grips displayed. Bob uses a pronged cutting board to hold and cut an apple with adapted knives.

Bob Lujano: Hi, I'm Bob Lujano. And if you're a healthy, active person, like myself, you realize the importance of continuing a healthy, active life is also being able to have a diet that's healthy. So, today we are going to demonstrate using various tools and devices to help you have the independence to be able to prepare any meal that you want.

Today is, it's lunchtime. And I actually have rugby practice this evening, so I'm actually going to burn a lot of calories.

So, today I'm going to prepare a salad, which of course, it's very important to have greens.

In my household, it's actually a lot easier for me to prepare my food from my dining room table. Plus, it helps when I use the cutting board. Gives it better stability. Plus the way holds the food here and frees you up just to practice on or work on the cutting. But another thing that it has is

underneath it, are these suction cups. Which when placed on the table, prevents any moving of the device, which gives it a little better stability. So again, the apple will just be lodged in here, which then prevents me from having to hold it. And there are many different types of cutting devices. Today, I'm going to use the one that I guess has an extended handle, which would then allow me to just focus on being able to cut the device without even having to hold the apple. And plus using this device allows me to grip the knife for me to be able to cut. Another adapted device with cutting is this knife. If you're a person that may have limited finger function and impairment in your dexterity, sometimes being able to cut and slice is difficult. This is what they call a rock knife, which allows you to just basically do a rock motion. Without even really having to cut and slice. By rocking to device up and back, it allows you to cut.

All right today, we are going to continue cutting using our cutting board. And as you can see, we have a big head of lettuce. The device will come into play as it's able to lockdown. Being able to hold the salad. And again, I have the option of the big handled knife or the little handled knife.

Speaker: Bob begins to chop lettuce on the pronged cutting board and places it into a bowl.

Bob Lujano: Bom appétit baby.

Next, we are going to use the adapted knife; again, with it being serrated, it makes it easier to cut a tomato.

Speaker: Bob eats the salad.

Bob Lujano: Bom appétit.

First, again, another adapted device is this fork, with a kind of big handle. Again, for people that may have limited function in their fingers and dexterity, definitely would help. Also, this plate, has at the very end of it, kind of a rising end to be able to scoop food up without it falling off the plate. So again, these are just examples of again of adapted equipment. [...]

Answers:

1) What is Bob going to prepare?

Lunch

2) What kind of meal is Bob going to prepare with the adapted utensils for the kitchen?

Healthy food

3) Is he an active person?

Yes

4) What kind of sports does he practice?

Rugby

► **On the tip of your tongue!**

The purpose of the pronunciation section is to provide practice in perceiving and producing English phonology (sounds, intonation, stress, reduction).

► **Exercise 6: Listen and Write**

How to pronounce the Simple Present Tense Endings

Ask them to close their books and play the CD and ask students if they can perceive any difference in the pronunciation.

Play the CD once again or as much you think it is necessary. The idea here it is to make students aware of the sounds we have in the verbs in the present tense concerning the third person ending.

After that, write on the board a chart like this one below. Ask learners to try to place the verbs in the correct column.

Answers:

A. Listen to the verbs. Do you hear [s] , [z] , or [ɪz]? Write the word in the column.

[s] likes		[z] falls		[ɪz] watches	
Sleeps	Makes	Goes	Comes	Teaches	Fixes
Asks	Laughs	Learns	Believes	Changes	Washes
Wants	Hikes	Calls	Describes	Uses	Misses

► **Speak out!**

This section is dedicated to developing fluency as the students share information, opinions, and experiences.

A. What are your opinions about...?

Try to warm up by using the questions provided in the student's book. Tell them to take notes if this makes them more comfortable, and keep in mind that the objective in this part is to speak.

Remind them to use the language you know to keep the conversation as natural as possible.

When they finish, ask them to share the information they got.

► **Read all about it!**

Before reading the text:

A. This unit is about cooking: pleasure & necessity. The following article is about a cooking program that helps people with disabilities learn how to prepare their meals. **What do these two things have to do with each other?**

After doing so, ask students to skim the text and go back to the questions.

After the skim moment, ask students to scan the text and tell them not to be worried about understanding word by word.

Exercise 7: Meaning from Context

A. Find the highlighted words in the text. Use the context to figure out which word or words mean the same. Write the letter on the line.

Elicit possible difficult words (if they cannot guess by using the context).

Answers:

1. **Mystery** – D
2. **Undertaking** – A
3. **Started out** – E
4. **Handing over** - B
5. **Takeaways** – C

► Put it in writing!

A. Brainstorming

► Review paragraph topic and a paragraph function (narration or description).

The next step is to think about the information you want to put in your paragraph. When you list possible information, you are **brainstorming**. **Do it with the students by using the whiteboard or slides on a PowerPoint presentation.**

Brainstorming is a beginning step for writing in which you try to think of as many ideas about a topic as possible. Do not worry about whether your ideas are good or bad. Just list all your ideas as you think of them.

For example, imagine you are going to write a paragraph about the topic “healthy food.” You might list ideas such as “my favorite healthy meal” or which restaurant I want to go on my next trip.”

► Exercise 8: Brainstorming

You are going to write a paragraph about what you can do at a health spa. For example, you can eat Chinese food, have a relaxing massage, and sauna. On a sheet of paper, list other activities you can do. **You can do it in class or assign as homework.**

► B. Focusing

After you brainstorm, look at the ideas again. Keep the ideas that are related to your topic and eliminate all the others. This step is called **focusing**. For example, in the list in Exercise 8, you may decide to focus only on relaxing moments. In this case, keep “relaxing massage” and “sauna” and cross off “eat Chinese food.” **You can do it in class or assign as homework.**

► Exercise 9: Focusing

Look at the list you made in Exercise 8. It probably has a lot of different kinds of activities. Focus on the list. Choose one part of the day or one place and cross off everything that is not about that time and place. **You can do it in class or assign as homework.**

► Exercise 9: Writing Activity

Assign this activity as homework. If you feel that students are insecure, ask them to write a draft in class. Check the students' draft and tell them that this is supposed to be posted on padlet.

How to work on PADLET. Watch this video (https://youtu.be/E_hWzeH0khM) with all the guidance you will need to prepare your wall on PADLET. It is necessary to teach students how to work with this, you will also find videos to guide the students.

It is advisable to go step by step in class with the students using the PADLET page.

If you do not have access to the internet, provide students pieces of paper to write down their comments in order to create a WRITTEN PADLET.

Unit 2 – Movies - all-time favorite movie

Think it over!

The unit opening is with a warm-up which both introduces the students to the theme of the unit and involves them in that theme

Preteaching

► **A. What is your all-time favorite movie?** - Lead a discussion about likes and dislikes about movies. Ask students to name the kinds of movies they like and their favorite actors or actresses. Try to persuade students to say their preferences about books and make a bridge to movies. If they prefer fiction or non-fiction movies. Go through questions without opening the book.

► **B. How many types of movies do you Know?** – Go through a discussion asking students about how many types of movies they like watching. Elicit the vocabulary if necessary. After the vocabulary presentation ask students to do the exercise. This can be done as pair work.



Introducing Vocabulary

Every opportunity should be taken to involve students in the learning process. Introduce vocabulary through pictures, realia, or you can also use a projector and even a smartboard if available. Encourage students to provide synonyms, antonyms, examples, or simple definitions. Many English words are similar in form and meaning to words in other languages. Students should be trained to recognize these cognates (and cautioned on the dangers of false cognates). Help students learn the value and techniques of paraphrasing and circumlocution, e.g., “the thing you can cut bread with” for **knife**. Finally, encourage students to use Only monolingual dictionaries. The translation should be used as a last resort.

Answers

B. How many types of movies do you Know?

			
A historical drama	A Sci-fi	An action movie	A romantic-comedy

			
A musical	A western	A thriller	A horror

Follow Up!

If you want to involve more of the students in them, try to use some movie images and guess which movie is that picture related. Moreover, ask them if they remember the title in English.

Figure it out!

In this section, you will have the chance to engage students in using the new language. You will have an opportunity of engaging students in a speaking moment.

Preteaching

► **A. Look at the actors and actresses. What do you know about them?** Ask students if they are interested in actor/actress lives. Ask them if they check about the actors using the internet or any other resource. You use this website to spice up your class; check this page <https://www.imdb.com/list/ls058011111/>. On this website, you will find a large number of actors and actresses.

► **B. Which actor or actress in each Bios about?** In this part, you will have the chance of working aural comprehension in the students by reading the Bios aloud. Ask them to guess which person is in Bios B.

Answers:

Bios A: Nicole Kidman

Bios B: Whoopi Goldberg

Bios C: Suraj Sharma

► **Exercise 1: Vocabulary Check** - This part helps students to discover the meaning of the target vocabulary from context.

Answers:

1. (b) influential	a. a short performance that someone gives to get a job as an actor, musician, dancer, etc.
2. (e) breakthrough	b. having the power to change people or things.
3. (g) miniseries	

<p>4. (c) debut</p> <p>5. (h) portray(ing)</p> <p>6. (f) personality</p> <p>7. (d) entertainer(s)</p> <p>8. (a) audition</p>	<p>c. the occasion when someone performs or presents something to the public for the first time.</p> <p>d. someone whose job is to make people laugh and enjoy themselves by singing, telling jokes.</p> <p>e. an important discovery or event that helps to improve a situation or provide an answer to a problem.</p> <p>f. the qualities that make one person different from another.</p> <p>g. a program or play divided into several different parts that are broadcast on television over a short period</p> <p>h. to represent or describe someone or something in a painting, film, book, or other artistic work</p>
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► **Talk it through!**

Procedures

The purpose of this activity is to develop fluency. The students should be free without fear of interruption for error correction. If you notice persistent errors, write them down for review later.

In this part students are expected to practice one or more aspects of the target language in a controlled context. It is an intermediary step between cue dependency and real production.

Ask a volunteer to read the questions. Allow them to answer the questions in pairs or small groups. This is not to be an interview; it is just to share and gather information.

After that, students can be asked to read the description about what review is.

► **Let's put it into practice!**

Pair Work: A. A group of students is going to pretend to be a director who got a bad review about one of the films he was in charge of. One of the students is going to be the reporter who works for the Cinema Life Magazine and the other one is going to play the director's part. Take turns being the reporter and the director. Read and use the language possibilities for help.

Follow Up!

OPTION: DRAMATIZATION: ask one or more pairs to perform their interviews. Encourage students as much as possible to expand their dialogues.

► **Take it apart!**

This part presents the target grammar of the unit. It focuses on the structure, meaning and usage, and it is designed to encourage students to analyze the language using either inductive and deductive reasoning. A variety of exercises integrates listening, speaking, reading and writing, and develop such cognitive skills as classifying, generalizing, making inferences, and drawing conclusions.

Assign this part as homework: ask students to read and pay attention to the simple past.

Next class, ask them for some information, for example what they understood from what they read.

► **Exercise 2: Word or Phrase?** Ask them to work in pairs for doing this exercise.

Answers:

Language Practice

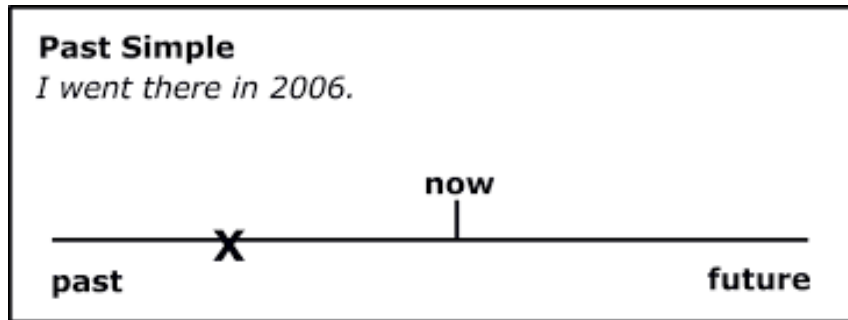
a) **Underline** the correct word or phrase to complete each sentence.

1. When you passed the town hall clock, *did you notice/were* you noticing what time it was?
2. Last night, my neighbors *were shouting* / *would shout* for hours and I couldn't get to sleep.
3. When you lived in London, *did you use to travel/were* traveling by bus?
4. Everyone was having a good time, although not many people *danced/were dancing*.
5. It took a while for me to notice, but then I did. Everyone *stared/was staring* at me. What had I done wrong?
6. I *was trying/trying* to get in touch with you all yesterday. Where were you?
7. A: Excuse me, but this seat is mine.

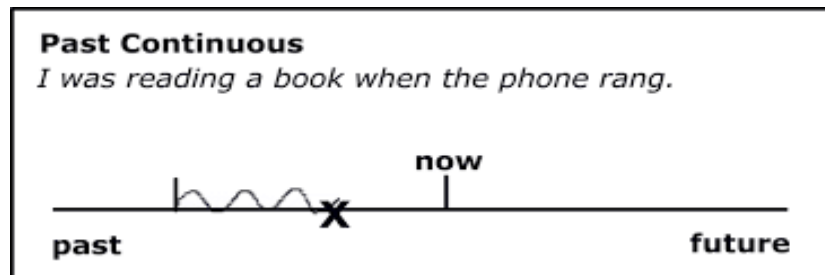
B: I'm sorry, I *didn't realize* / *wouldn't realize* that you were sitting here.

Available at: <https://lektsii.net/4-80067.html>. Accessed on: April 29, 2021.

Go to the board and draw a timeline to clarify and also contrast the simple past tense and the past continuous/progressive. After doing so, ask students to work on the next exercise.



Available at: https://www.researchgate.net/figure/Timeline-The-Past-Simple_fig6_265967982 accessed on April 19, 2021.



Available at: https://www.researchgate.net/figure/Timeline-The-Past-Continuous_fig7_265967982 accessed on April 19, 2021,

► Exercise 3: The Three Stories!

These paragraphs begin three stories: a love story, a western, and a horror story.

b) Complete the paragraphs using the past continuous or the past simple of the verbs in brackets.

(i) It was midnight and I was alone in the house. Outside it ***was raining*** (rain) very hard. I (1) _____ (get) ready to go to bed when I suddenly heard a strange noise outside my room in the corridor. Then, when I looked at the door, I noticed that someone (2) _____ (turn) the handle! I (3) _____ (rush) over to the door and quickly (4) _____ (turn) the key in the lock. Then I (5) _____ (ask) in a trembling voice, “who is it?”

Answers:

1. was getting
2. was turning
3. rushed
4. turned
5. asked

Available at: <https://epdf.pub/the-heinemann-elt-english-grammar.html>. Accessed on April 29, 2021.

(ii) It was early evening and it (1) _____ (begin) to get dark in the surgery of Doctor Nigel Harris. The young, handsome doctor (2) _____ (stand) looking sadly out of the

window when there was a quiet knock at the surgery door. The door (3) _____ (open) and Dr Harris (4) _____ (turn) round to see the young girl who had just entered the room. She was very beautiful. With a sad smile the doctor (5) _____ (ask). “Are you the new nurse?”

Answers:

- 1. was beginning**
- 2. was standing**
- 3. opened**
- 4. turned**
- 5. asked**

Available at: <https://epdf.pub/the-heinemann-elt-english-grammar.html>. Accessed on April 29, 2021.

(iii) I (1) _____ (sit) in the big chair in Henry’s barber’s shop at the time. Henry (2) _____ (cut) my hair with his big pair of scissors when we heard the sound of a horse outside. The noise was so loud that we (3) _____ (go) over to the window to look. Through the window we could see at least twenty gunmen riding into town. Henry immediately (4) _____ (go) over to his desk and (5) _____ (put) on his gun and Sheriff’s badge. (Beaumont & Granger: 1992)

Answers:

- 1. was sitting**
- 2. was cutting**
- 3. went**
- 4. went**
- 5. put**

Available at: <https://epdf.pub/the-heinemann-elt-english-grammar.html>. Accessed on: April 29, 2021.

2. Which paragraph begins which story?

- (i) a horror story.**
- (ii) a love story.**
- (iii) a western.**

Available at: <https://epdf.pub/the-heinemann-elt-english-grammar.html>. Accessed on: April 29, 2021.

► **Not all verbs are regular. Look at the chart.**

Ask students to constantly study and pay close attention to these verbs since they are irregular.

► **Exercise 5: Time to Check! What does your partner say?**

This section is just to provide more reflection on the use of the simple past. If necessary, ask them to provide more examples that can fit in the exercise (simple past/past continuous).

► **Listen to this! Are you a big fan of movies or TV programs?**

The listening section develops such skills as listening for main ideas and/or details, making inferences, and organizing information. Prelistening activities focus on anticipating meaning and on applying knowledge to the listening task.

Prelistening

► Be sure to access <https://www.youtube.com/watch?v=Iobt6cyxUFI> and check for more details about the movie. If you want you can show this trailer to the students. Since it is a Korean movie, there are some details you can check to enrich your class. Here it is the website <https://www.npr.org/transcripts/985344296>) you can listen the whole interview with the actress Youn Yuh-jung. Some parts of the interview are in Korean.

► **Start by asking students the questions below:**

Do you enjoy watching movies/TV? Why or why not? What is your favorite type of movie or TV program? Do you like watching foreign movies? Have you ever heard about a movie named Minari?

Here you have the tape script:

RACHEL MARTIN, HOST:

Actress Youn Yuh-jung is an institution in Korean cinema. Her career spans five decades and includes starring roles in some classic Korean films and TV dramas. Now at the age of 73, she has newfound fame here in the U.S. with the Oscar-nominated film "Minari."

(SOUNDBITE OF FILM, "MINARI")

STEVEN YEUN: (As Jacob, speaking Korean).

NOEL KATE CHO: (As Anne, speaking Korean).

YOUN YUH-JUNG: (As Soonja, speaking Korean).

MARTIN: The film centers around a Korean American family trying to make a go of it with a farm in rural Arkansas. Youn plays the grandmother, Soonja. She's traveled from Korea to watch after her grandkids. But her little grandson, David, needs some time to get used to her.

(SOUNDBITE OF FILM, "MINARI")

YOUN: (As Soonja, speaking Korean) Pretty boy, pretty boy. Pretty...

ALAN KIM: (As David) I'm not pretty. I'm good-looking.

MARTIN: "Minari" is up for six Academy Awards, including a best supporting actress nomination for Youn, the first for a Korean actress. We asked her about it when we called her at her home in Seoul.

Available at: <https://news.wbfo.org/post/i-feel-im-olympian-youn-yuh-jung-her-historic-oscar-nomination>.

Accessed on: April 29, 2021.

Answers:

1) Korean

2) 73

3) The film centers around a Korean American family trying to make a go of it with a farm in rural Arkansas

4) Grandmother

5) Her grandson.

► On the tip of your tongue!

The purpose of the pronunciation section is to provide practice in perceiving and producing English phonology (sounds, intonation, stress, reduction).

► How to pronounce the Simple Past Tense Endings

Ask them to close their books and play the CD and ask students if they can perceive any difference in the pronunciation.

Play the CD once again or as much you think it is necessary. The idea here it is to make students aware of the sounds we have in the past tense concerning the end of them

After that, write on the board a chart like this one below. Ask them to try to place the verbs in the correct column.

Answers:

[t]		[d]		[ɪd]	
hoped	watched	described	changed	separated	needed
checked	laughed	discovered	hugged		
washed		arrived	played		
		recognized	traveled		

Speak out!

This section is dedicated to developing fluency as the students share information, opinions, and experiences.

Try to warm up by using the questions provided in the student's book. If you want you tell them your own experience. Tell them to take notes if it makes them more comfortable, and keep in mind that the objective in this part is to speak.

Remind them to use the language you know to keep the conversation as natural as possible. When they finish, ask them to share their partner's experiences. For more ideas check <https://www.cambridge.org/elt/blog/2019/08/02/best-friend-activity/> .

Read all about it!

Before reading the text, ask students:

- What do you expect to find in a text about cinema?
- Do you have any idea about when the cinema was created?
- Who invented the cinema?
- How do you think was the very beginning of cinema?
- When was the first presentation? How was it?

After doing so, ask students to skim the text and go back to the questions.

After the skim moment, ask students to scan the text and tell them not to be worried about understanding word by word.

Exercise 7: Comprehension Check

While they are doing this scanning, tell them to try to answer the questions in this part.

Exercise 8: Chronological Order Check

Ask them to answer this exercise.

Elicit possible difficult words (if they can not guess by using the context).

Answers:

5 – 2 – 4 – 1 – 3

Put it in writing!**A. Supporting Sentences**

Before presenting supporting sentences, review the paragraph function (narration and description), paragraph topic. You can prepare some slides to make it easier for the students understand.

Go through supporting sentences; use the example provided in the student's book.

Exercise 9: Writing Activity

Assign this activity as a homework. If you feel that students are insecure, ask them to write a draft in class. Check the students' draft and tell them that this is supposed to be posted on padlet.

RATIONALE

The units' design is under the principles of Communicative Language Teaching (CLT). As Richards and Rodgers (2014) state, CLT is the beginning of a significant paradigm shift in the field of language teaching in the twentieth century, and its general principles are still widely accepted today.

It is necessary to say that CLT is not precisely a method but an approach based on the view that language learning is “[...] how to communicate effectively in the world outside the classroom. [...]” (LINDSAY; KNIGHT, 2006, p.20). CLT came in the late 1960s, and it got influences by changes that were taking place in terms of the language view and the learning view.

In the view of language, we emphasize the work of Wilkins called *Notional Syllabuses* (1973) and the notion of Speech Acts. The former states that notion is a category of decoupage of real. Furthermore, the interest of a notion ~~is~~ linked simultaneously to its signification and its role in the communicative situation.

The latter, Speech Acts, came from the works of Austin and Searle in the 1960s and stated that language is a way of acting in the world and linguistic forms only have sense in shared norms. (MARTINEZ, 2009, p.66-67)

Besides the view of language as means of communication, CLT takes for granted some principles regarding learning. Among these principles, we can highlight the meaning as focus, rather than structure forms, paying attention to the language one hears and incorporating new forms into developing communicative competence and the interaction between learner and users of the language. (RICHARDS; RODGERS, 2014, p.91)

We can also say that CLT is in a category known as the learner-centered method. According to Kumaravadivelu,

“Learner-centered methods are those that are principally concerned with learner needs, wants, and situations. (CONSTITUENTS OF LANGUAGE TEACHING METHODS. <http://tefl.rozblog.com/post/95>) These methods (such as Communicative Language Teaching) seek to provide opportunities for learners to practice selected, preselected, pre sequenced linguistic structure *and* communicative notions/ functions through meaning-focused activities, assuming that a preoccupation with form and function will ultimately lead to target language mastery and that the learners can make use of both formal and functional repertoire to fulfill their communicative needs outside the class. In this view, (CONSTITUENTS OF LANGUAGE TEACHING METHODS). <http://tefl.rozblog.com/post/95>) [...] language development is more intentional than incidental.” (KUMARAVADIVELU, 2009, p.91)

As we can say, CLT is the paradigm that is still widely accepted in the field of language teaching for the fact that it represents a view of language that does not consider only language structures but also the people who use the language and the contexts and situations that people interact by using the language.

The texts that serve as input in the units are authentic material. We understand as authentic the texts designed, not for pedagogical purposes, but designed for communication in the real world. Their design is for people who share English as a means of communication, regardless of their proficiency. We are going to describe the underlying principles for each section in the units.

Think it over! / Figure it out!

Think it over is a section that has the objective of bringing to students' minds the previous knowledge about the topic of the units. In the first unit, this section also works as a pre-listening activity.

After discussing the questions in units one and two, which are about cooking and movies, there is a matching exercise about types of food and also about types of movies, which provides learners the opportunity to develop their vocabulary learning. We followed what (HOLDEN; ROGERS, 2004) say that vocabulary is better learned when gathered around a topic.

The quotation below was taken from a coursebook, and we decided to mention it here. Since the book is from the nineties, we adapted some points, for example, the smartboard.

“Every opportunity should be taken to involve students in the learning process. Introduce vocabulary through pictures, realia, or use a projector and even a smartboard if available. Encourage students to provide synonyms, antonyms, examples, or simple definitions. Many English words are similar in form and meaning to words in other languages. Students should be trained to recognize these cognates (and cautioned on the dangers of false cognates). Help students learn the value and techniques of paraphrasing and circumlocution, e.g., “the thing you can cut bread with” for a **knife**. Finally, encourage students to use Only monolingual dictionaries. The translation should be used as a last resort.” (PURPURA; PINKLEY, p. 1991).

In unit one, in the figure-out section, we inserted a quiz from the website <https://www.abc.net.au/health/quizzestools/quizzes/2015/03/19/4200567.htm>.

The questionnaire in this quiz is also related to the unit theme; the learners are going to get more acquainted with the vocabulary unit and also to the possibility of speaking. It is necessary to mention that this quiz will raise awareness about the amount of sugar we eat.

In unit 2, which is about movies, we decided to copy some biographies from https://en.wikipedia.org/wiki/Nicole_Kidman, https://en.wikipedia.org/wiki/Whoopi_Goldberg, and https://www.imdb.com/name/nm4139037/?ref_=nmls_hd about famous actors and actresses. The purpose here was to work on words meaning according to the context and raise some thinking about different cultures and races. Since the three people here are from different nationalities (Australian, North American, and Indian) and races (white, black, and yellow). (BROWN, 2007, p. 512)

Talk it through!

This section aims at providing students with the opportunity to practice one or more aspects of the target language. In this part, students are going to have the chance of experiencing cue-dependency and natural production. “Hunston advocates a task-based approach to this aspect of fluency, rejecting presentational approaches as inappropriate to the need to raise awareness of features of speaking as a whole, as opposed to learning individual patterns.” (McCARTHY; O'KEEFFE, 2004, p. 4)

After that, we propose an activity in which they have to answer some questions and then read a short description about the genres (interview and review) they will work on oral production. The first one will be an interview in unit one, and in unit two, they will also have to work on an interview, but this time, the purpose is to produce a piece (paragraph) of the writing section.

Take it apart!

In this section, which is grammar, we chose the topic at talk it through in a way that they were expected to use the grammar without knowing that. The idea was to induce them to use but not asking about grammar rules. We provided to students what Thornbury, 1999 states in his book, and we quote it here “An inductive approach (rule-discovery) starts with some examples from which a rule is inferred” (THORNBURY, 1999 apud HIRD, 2015).

Moreover, we provided some explanation by showing the usages of the grammar topic presented in the unit and the exercises provided taken from English grammar.

All the exercises had almost the same structure, the contrast between verb tenses, which focused on the units. Because while reading about the approaches of teaching grammar, we found an

author who said that “some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics” (HAIGHT; HERON; COLE; 2007). For this reason, we decided to insert some kind of rules about the grammar taught in the units.

Listen to this! / On the tip of your tongue!

In this section, we chose videos available on YouTube for it is a media widely used by the target audience, and videos are famous in our society. The idea for these selections was to provide practice in understanding ordinary English discourse. Each section begins with Prelistening questions, which establish the context and help the students recall prior knowledge.

Holden and Nobre state that pre-listening activities “[...] intend to focus attention on the topic, the vocabulary and the style of the listening text. Their purpose is to direct students’ attention to what is essential so that they will not panic when they cannot understand something.” (HOLDEN; NOBRE, 2018, p.66)

The pre-listening tasks in both units are questions that demand learners to answer them orally. In one of the units, we proposed a written activity with some vocabulary in the listening. These questions and this written activity somehow attempt to lead learners to the topic of the video. It is possible to say that pre-listening tasks help to contextualize the passage learners will hear. It is more in line with how native speakers experience native listening. They encounter spoken language in the context of the situation (BROWN; YULE, 1983, p.60)

After that, we propose some activities that aim at understanding points we consider essential. It is relevant to point out that these activities focus both on the message and also recognizing language spoken in the passage.

Speak out! / On the tip of your tongue!

In the central part of all sections, we expect learners to have some oral production since oral skill is often considered one of the most tortuous paths to work in English language classes according to Menezes e Gomes Junior (2017).

In one of the units, we decided to use some questions to trigger some discussion. Then we expect learners to join pairs to discuss the questions about the topic – cooking & eating habits – there will be some guidance about how to agree and disagree while talking.

In another section – on the tip of your tongue – which still has to do with the listening,

we propose a pronunciation part to provide students some notion on pronunciation. This section aims at guiding students to get acquainted with pronunciation – the sounds of English language – because according to Silva (2020), it is necessary to provide students with this perspective on the English language. We mean learners have to be aware of the sounds of the English language.

Read all about it!

The reading selection extends the unit's theme and provides the opportunity for improving reading strategies and critical thinking skills.

In this section, we present the reading section, which provides learners the opportunity to develop reading strategies that are essential in the process of reading. We assume that reading as a process in which learners actively build meaning based on their background knowledge and personal experiences, rather than viewing reading as a task of retrieving ready-made meaning from the text (OLIVEIRA, 2015).

Holden and Nobre (2018, p.39) state that readers use different types of personal knowledge and awareness. One of them is world knowledge, which has to do with the reader's experiences. Thus, it varies from person to person. Another is the knowledge of the language, which comprises vocabulary, grammar, and a general understanding of the language. There is also the textual awareness, which refers to recognizing different text genres and their roles in interactional situations. The last one is non-textual awareness, which refers to the use of illustrations, colors, typefaces, and the layout of a screen or page.

In order to explore these aspects of reading, we propose pre-reading activities in each of the reading sections. In the first unit, we prepared an activity about scanning. In the second unit, we propose a pre-listening questionnaire that can help the reading. The teacher can refer back to this questionnaire.

Then we propose activities that explore reading comprehension. In order to accomplish the tasks, learners must use strategies like skimming, scanning, check repeated words and cognates. These strategies help in a reading that aims at looking at specific information in the text.

The last activities in both units work as post-reading activities, aiming to associate information obtained in the reading with their perception of reality. It is an opportunity to discuss the ideas presented.

Put it in writing!

Both units present the writing process from thinking of a paragraph topic and function to the final writing. We focused on providing learners some guidance on how to produce an excellent paragraph to develop excellent piece of writing. We proposed in one of the units the chance to review paragraph function and right after that, we explain about brainstorming and provide a brainstorming-activity exercise. After that, we presented the topic focusing and again we provided a focusing-activity. To wrap it out we proposed the writing activity: learners had to imagine they are in a company answering clients on a website. It is valid for the teacher to emphasize to students that the more they read, the better they write.

In unit two, we went back to the paragraph, but this time focused on supporting sentences. So, the teacher explains and also provides the activity. This time learners have to refer back to talk it through in this unit.

Two units and different productions, but both focused on writing an excellent paragraph. As we know, we interact with each other through utterances.

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