

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras

Curso de Especialização em Inglês

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LEARNING ENGLISH THROUGH A CRITICAL PERSPECTIVE

(Unidade Didática para o Ensino de Inglês)

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This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me.

Maya Angelou

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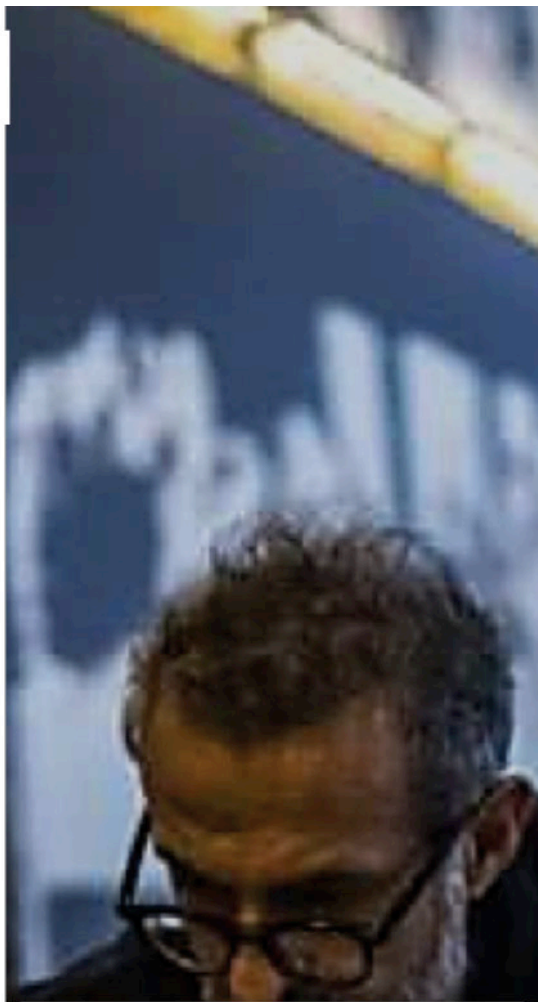
The **Critical Way**



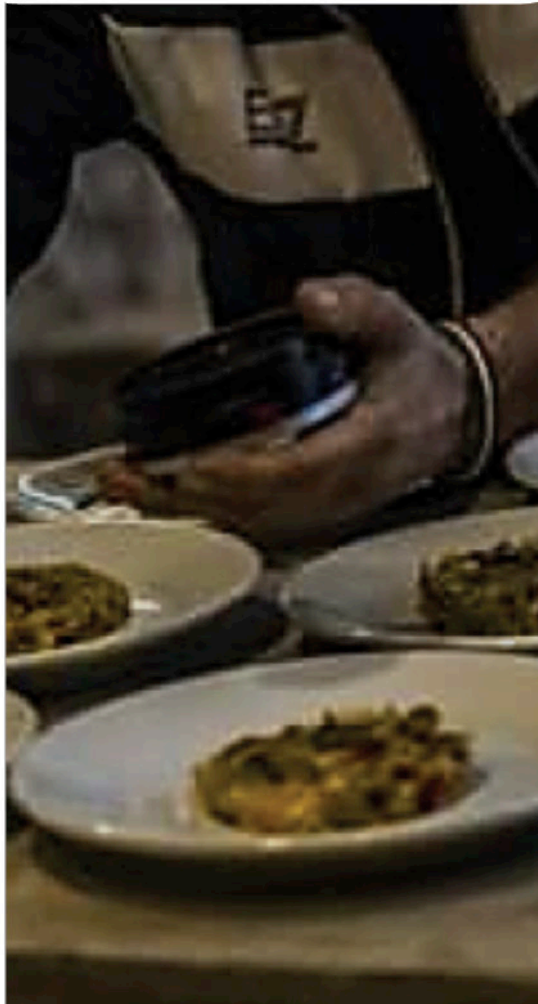
to learn English

book

1



UNIT ONE



1 unit

DARE YOU TO MOVE

Unit One: Dare you to move

WARM UP | GET IN



1 - Jamie Oliver



2 - Massimo Bottura



3 - David Hertz



4 - Maneco Quinderé



5 - the Campana Brothers



6 - Vik Muniz

1 - Do you know these people? What do you think they do for a living? In pairs, match their names to the options below.

- A - () - is a British celebrity chef and restaurateur.
- B - () - is chef-patron of the 3 Michelin starred Osteria Francescana in Modena.
- C - () - is an American architect, inventor and educator.
- D - () - is a contemporary visual artist born in São Paulo, Brazil.
- E - () - is a Brazilian light designer born in Teresina, PI.
- F - () - are well-known furniture Brazilian designers.

2- What you think they have in common? Discuss with your partner. Then read the text below and check if you were right.



Refettorio
Gastronomica



This combination of restaurant and school is the result of a partnership between Massimo Bottura elected best chef in 2016, the food critic Alexandra Forbes and the NGO Gastromotiva, run by celebrated chef David Hertz. Together they assembled a creative team including Vik Muniz, Maneco Quinderé, the Campana brothers and METRO who were responsible for the architecture, art and design for this new environment.

(adapted - <http://www.metroo.com.br/projects/view/127/3>)

Notes:

READING | YOU READ YOU LEARN

1 - Read and number the paragraph in the correct order.

Refettorio Gastromotiva beyond the Olympics

A - () Will it be sustainable? Will it be healthy? Will it be available to many? These are the questions Refettorio Gastromotiva is eager to find solutions to through action. We believe that through innovative projects like Refettorio Gastromotiva we can have a positive impact on nourishment, not only our own but of the communities we belong to. That is what Refettorio Gastromotiva looks like today and tomorrow.

B - () The team of Gastromotiva, lead by David Hertz, has brought years of experience working with local communities and their passionate mission of Social Gastronomy to the Refettorio project. More than just its continuation, Gastromotiva will guarantee the evolution from a soup kitchen into a community resource and a social enterprise. This will be possible by broadening the activities to engage diverse sectors of the community, not only the homeless and working poor.

C - () What will tomorrow's meal look like?

D - () Since opening on August, 9th, Refettorio Gastromotiva has welcomed guest chefs, students, volunteers and most importantly the homeless, working poor and disadvantaged community of Rio. Day by day, this community kitchen has grown to become an integral part of the neighborhood of Lapa and will continue to keep its doors open, working both as a culinary school and a soup kitchen, long after the Olympic and Paralympic Games have left the city.

adapted from-<http://www.foodforsoul.it/refettorio-gastromotiva-beyond-olympics/>

2 - Now read the article once more in the right order, and find evidences of:

- A - What is Refettorio Gastromotiva?
- B - What are the activities offered there?

3 - Mark the sentences TRUE (T) or FALSE (F).

- A - () Refettorio Gastromotiva is a big an expensive restaurant in Rio.
- B - () It's a Restaurant that also works as a school.
- C - () Only students or chefs are part of the project.
- D - () David Hertz is the leader of the Project.
- E - () It doesn't have any relation with the Rio 2016 Olympic Games.



LISTENING & SPEAKING | THINK OUT OF THE BOX

Rio Restaurant Serves Gourmet Meals to the Homeless — Using Donated Food



► Chefs Prepare Gourmet Meals for Rio's Homeless 1:35 f t s u

A- Look at the signs below. All of them are in reference to things the community can do to **improve** their surroundings. With a partner think of other actions that would be helpful to place in your community.

B -Now discuss, as a class, on the best ideas and then in groups make signs to be placed around the school.



1 – Watch the video and fill in the blanks according to what you hear.

- A - _____ people are starving.
- B - _____ are overweight.
- C - _____ tons of food are wasted every year, so it's absurd.
- D - they serve their _____, the people, they _____.
- E - We are here for city _____ to _____ this whole neighborhood of Lapa and _____ and _____ with the people around.

2- From the options below, which information is NOT found on the video? Find out by doing some extra class research and bring this information to class for discussion.

- A - () Approximate number of overweight people.
- B - () The neighborhood where the restaurant is located.
- C - () The nationality of some chefs.
- D - () How many people go to the restaurant a day.
- E - () Anyone who pays can eat in the restaurant.

3 – In the video they talk about innovation that contributes to the community, in other words, things that we can do to make a difference and help our community be a better place.

4 - Come up an oral presentation to show your posters to your class.

LANGUAGE IN USE | GIVING INSTRUCTIONS

1 – Read the paragraphs and place the titles that are in the box, on the paragraph they best fit.

Practice FIFO. - Monitor what you throw away.

Have a Plan B. - Shop smart.

Smart and Easy Tips to Reduce Food Waste.

A - _____ Plan **meals**, use **grocery** lists, and avoid impulse buys. This way, you're less likely to buy things you don't need and that you're unlikely to actually consume. Buy items only when you have a plan for using them, and wait until **perishables** are all used. Check-up before buying more. out these apps for extra-easy meal planning.

B - _____ Let's say you buy Camembert to make a **fancy** dish for that fancy dinner party — and then the dinner party is canceled. Don't toss the cheese! Instead, come up with a **backup** recipe and use it in a different dish (or just eat it plain, because c'mon — it's cheese).

C - _____. It stands for First In, First Out. When **unpacking** groceries, move older products to the front of the fridge/freezer/pantry and put new products in the back. This way, you're more likely to use up the older stuff before it **expires**.

D - _____. Designate a week in which you write down everything you throw out on a **regular basis**. Tossing half a **loaf** of bread each week? Maybe it's time to start freezing half that loaf the moment you buy it so it doesn't go stale before you're able to eat it.

Adapted from: <http://greatist.com/health/how-to-ways-reduce-food-waste>

2 – Write the highlighted words and expressions according to their meanings below.

- A. _____ - an occasion when food is eaten
- B. _____ - food that you buy in a grocer's shop or supermarket
- C. _____ - food that has to be used quickly or it will decay so that you cannot eat it
- D. _____ - decorative or complicated
- E. _____ - Plan B
- F. _____ - removing things from a container:

G. _____ - of something that lasts for a fixed length of time

H. _____ - regularly

I. _____ - a shaped mass

3- What is the main purpose of the underlined sentences found in the text?

A - () To give permission.

B - () To give instructions.

4 – In the affirmative sentence, the verb is written in:

A - () any different form.

B - () its base form.

5 –Are there any sentences in the negative form that show instructions? How do you know?

6 – Having the answers to the questions above complete the chart below with the correct form of the verbs in parentheses:

Affirmative
_____ your trash here. (throw)
Negative
_____ smoke here. (here)

PRACTICE

1 – Use the imperative form of the verb in the sentences below.

- A. _____ hard and you will make it.(work)
- B. _____ food. (not waste)
- C. _____ to reduce and recycle. (Try)
- D. _____ rude. (not be)
- E. _____ there and do it (go).

WRITING | NOW IT'S YOUR TURN

1 –Using the structure you have just learned add to the list of Tips to Reduce Food Waste with four more tips. If necessary, read the text again on page 8.

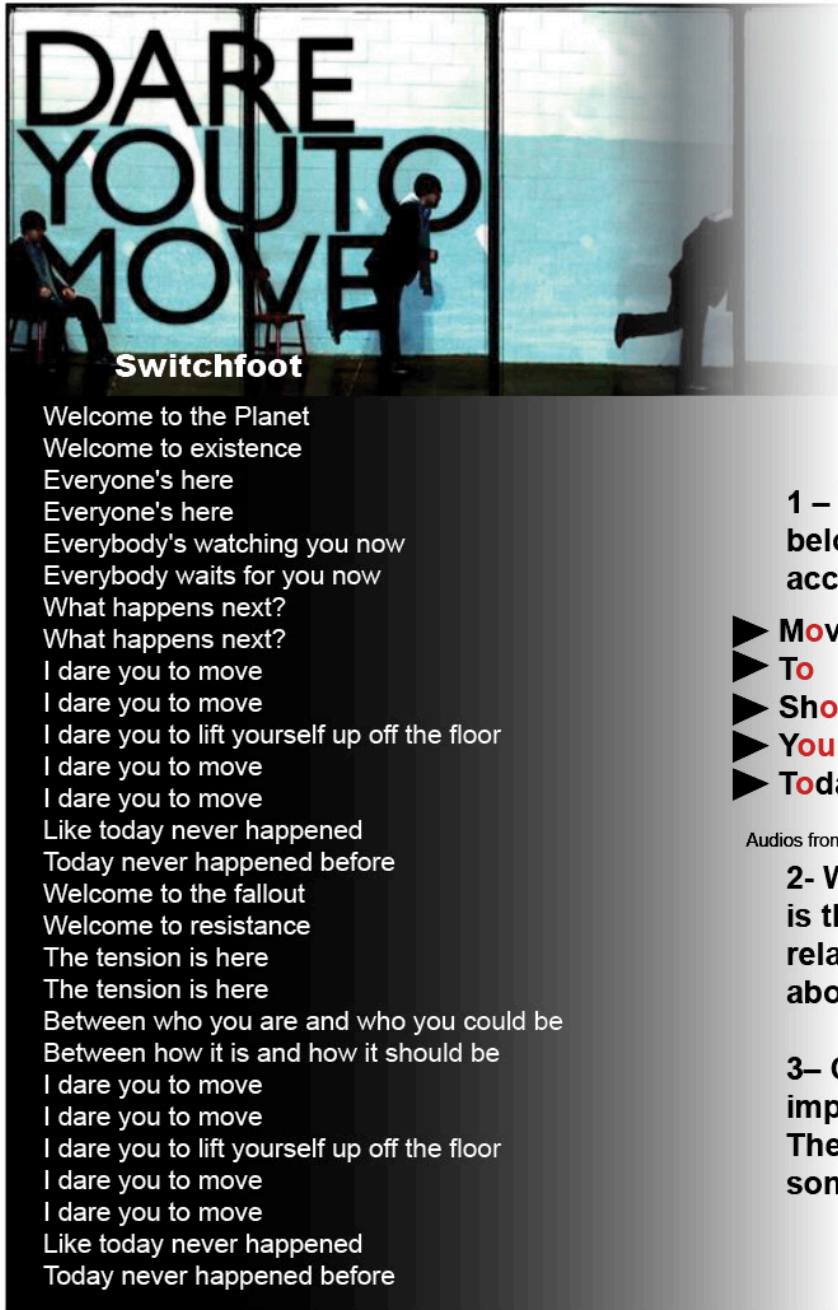
A- _____

B- _____

C- _____

D- _____

SONG ACTIVITY | SING ALONG



Maybe redemption has stories to tell
 Maybe forgiveness is right where you fell
 Where can you run to escape from yourself?
 Where you gonna go?
 Where you gonna go?
 Salvation is here
 I dare you to move
 I dare you to move
 I dare you to lift yourself up off the floor
 I dare you to move
 I dare you to move
 Like today never happened,
 Today never happened,
 Today never happened
 Today never happened before

1 – Listen to the pronunciation of the words below and write them in the right column according to the sound of the letters in red.

▶ Move	/u: /	/ʊ /
▶ To	_____	_____
▶ Should	_____	_____
▶ You	_____	_____
▶ Today	_____	_____

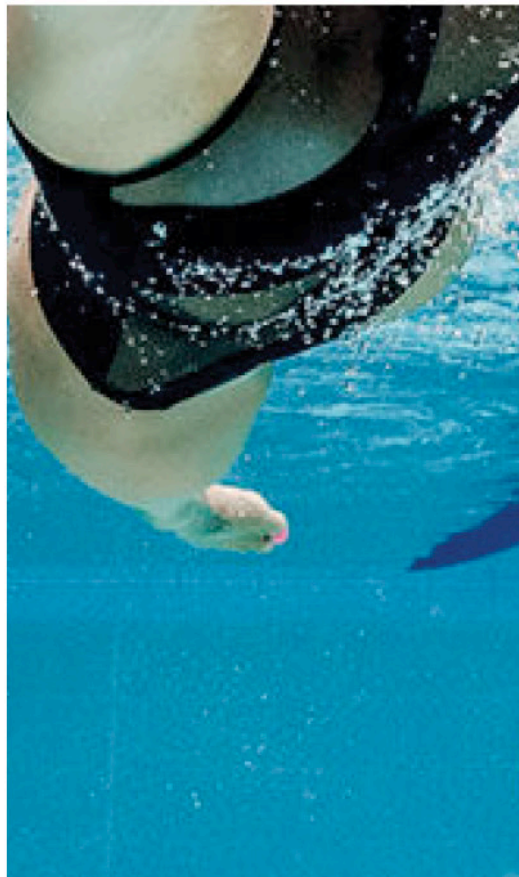
Audios from: <http://dictionary.cambridge.org/dictionary/english/>

2- With a partner, discuss what you think is the message of the song. How does it relate to the things we have been talking about throughout the unit?

3- Change the title of the song to the imperative. Share the new titles in pairs. Then as a class vote on the best title of the song.



UNIT TWO



1 unit

GET PHYSICAL

Unit Two: Get Physical

WARM UP & PRE-READING

1 - Look at the picture, discuss and answer the questions with a partner.

A. What can you see in the picture?

B. What do you think is the age of the people in the picture?

C. Where are they?

D. What are they doing?

2 - Match the boxes below to the correct speech balloon.

THE ROLE OF Schools IN PROMOTING PHYSICAL ACTIVITY

PE. In states with P.E. requirements, high school girls were active **37** more minutes per week.

RECESS Students who get at least **20** minutes of recess per day are a lower body mass index percentile than their peers.

ACHIEVEMENT Teens who were active in school were **20%** more likely to earn an "A" in math or English.

SAFE ROUTES TO SCHOOL Students who walked to school every day had **24** more minutes of physical activity per day.

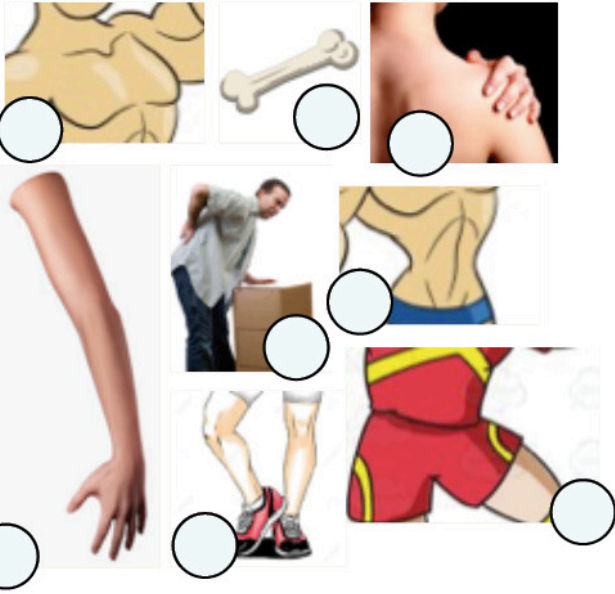
Active Living Research
www.activelivingresearch.org

Sources: RECESS: Fernandes M and Sturm R. "The Role of School Physical Activity Programs in Child Body Mass Trajectories" Journal of Physical Activity and Health, 8(2): 174-181, February 2011. PE: Cougle J, Meyerhoefer C and Neuhouse S. The correlation of youth physical activity with state policies. Contemporary Economic Policy, 36(12):1287-1301, 2008. ACHIEVEMENT: Nelson MC and Gordon-Larsen P. "Physical Activity and Sedentary Behavior Patterns Are Associated With Selected Adolescent Health Risk Behaviors." Pediatrics, 117(14): 1281-1290, April 2006. SAFE ROUTES TO SCHOOL: Strand JR, Riner WJ, Mciver AG and Pate RR. "Physical Activity and Active Commuting to Elementary School." Medicine and Science in Sports and Exercise, 37(12): 2062-2068, 2005.

READING & VOCABULARY

1 - Match the word and the pictures

- A. Legs
- B. Hips
- C. Back
- D. Abdomen
- E. Chest
- F. Shoulder
- G. Arm
- H. Bone



2 - Match the the words in the box to the sentences that best correspond to their meanings.

Muscle	Aerobic	Appropriate
Children	Ground	Enjoyable
Adolescent	Strength	Variety

- _____ one of many tissues in the body that can tighten and relax to produce movement:
- _____ plural of child
- _____ a young person who is developing into an adult
- _____ energetic physical exercises, often performed with a group of people to music, that make the heart, lungs, and muscles stronger and increase the amount of oxygen in the blood
- _____ an area of land used for a particular purpose or activity:
- _____ the ability to do things that need a lot of physical or mental effort
- _____ suitable or right for a particular situation or occasion
- _____ experience gives you pleasure
- _____ the characteristic of often changing and being different

3 – Discuss with a partner and answer the questions:

- A. Do you think exercising is good for your health?
- B. Do you think children need to do exercises? Why or why not?
- C. Did you use to exercise when you were younger? What kind of exercise did you use to do?

4 – According to the first paragraph what do you think of the terms *aerobic*, *muscle-strengthening*, *bone-strengthening* mean? Discuss in pairs.



5 - Read the text below and match the words extracted from the text to the right paragraph.

How much physical activity do youth need?

The physical activity guidelines for children and adolescents aged 6 to 17 focuses on three types of activity: aerobic, muscle-strengthening, and bone-strengthening. Each type has important health benefits.

Every day

Aerobic activities.

Muscle-strengthening

Bone-strengthening

Aerobic, Muscle-strengthening, and Bone-strengthening Activities

children and adolescents should do **1 hour or more** of physical activity.

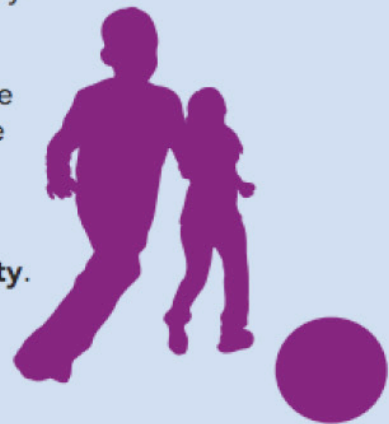
Most of the 1 hour a day should be either moderate or vigorous-intensity* aerobic physical activity, and include and include **vigorous-intensity** physical activity **at least 3 days a week**.

As a part of the 1 hour a day of physical activity, the following should be included:

- on **at least 3 days a week**. These activities make muscles do more work than usual during daily life. They should involve a moderate to high level of effort and work the major muscle groups of the body: legs, hips, back, abdomen, chest, shoulders, and arms.
- on **at least 3 days of the week**. These activities produce a force on the bones that promotes bone growth and strength through impact with the ground.

Youth should be encouraged to engage in physical activities that are **appropriate** for their age, **enjoyable**, and offer **variety**.

No period of activity is too short to count toward the Guidelines.



*Intensity is the level of effort required to do an activity.

A person doing **moderate-intensity** aerobic activity can talk, but not sing, during the activity.

A person doing **vigorous-intensity** activity cannot say more than a few words without pausing for a breath.

https://www.cdc.gov/physicalactivity/downloads/pa_fact_sheet_children.pdf

6 - Read the text again and mark the sentences TRUE (T) or FALSE (F).

- A - () Youth should have more than 1 hour of physical activity a day.
 B - () To make muscles do more work is not important for children.
 C - () Muscle-strengthening is more important than bone-strengthening.
 D - () There are appropriate activities for each age.
 E - () It's ok if children do just a little of exercise if they follow these instructions.

LISTENING



<https://www.youtube.com/watch?v=utuPQRXf-Sw>

1 – Watch the video about the importance of physical activity in school, check the correct information and correct the wrong ones.

- A - () 9 out of 10 kids get one hour of daily physical activity
- B - () Obesity, heart problems and even depression can be caused by physical activities in school.
- C - () The focus on physical activities usually drops because of other subjects like math and science.
- D - () Being active improves creativity.
- E - () The school is working together with the parents to make the kids have at least three hours of physical activity a day.



https://static01.nyt.com/images/2018/03/09/health/09well_gym/09well_gym-superumbo.jpg

2 – Is it the same or different in your country?

3 - Do children exercise every day in schools in your country? Describe physical education classes in your country.

4 – What do you think schools in your country should do to improve the physical education reality?

LANGUAGE IN USE

1 – Read the sentences extracted from the text and answer the questions

1) Most of the 1 hour a day should be either moderate or vigorous-intensity...

2) They should involve a moderate to high level of effort ...

3) Youth should be encouraged to engage in physical activities...



<http://www.canadianbfrb.org/wp-content/uploads/2015/03/speech-bubbles-different-colours-w-people-conversation.jpg>

A - Are the sentences referring to obligations or advice?

B - What key word is used in all of the three sentences?

C - What kind of word comes after the word should?

D - Is the verb in the base form or conjugated?

E - In the sentence "We know that kids shouldn't sit still in class," in what form is should used?

2 – Complete the sentences using should or shouldn't.

- A. Children _____ have more time to exercise.
- B. Schools _____ improve their PE classes.
- C. Children _____ eat too much junk food.
- D. Parents _____ be examples to their kids.
- E. Children _____ sit still all day long.

3 – In groups of three, plan an advertising banner to raise awareness in your school about exercising. Write 5 sentences with should and 5 with shouldn't.

Should

Shouldn't

4 – Look at the design of the posters below, use them as a model, and make a poster with the sentences you've just written on exercises 3. Instead of do and don't use should and shouldn't.

DISCUSSION BOARD

- 01 DO Use spell check
- 02 DO Use grammar check
- 03 DO Use proper citations
- 04 DO Use formal English
- 05 DO Reference the original question or post
- 06 DO Include personal experience, supported by academic research
- 07 DO Portray yourself as a dedicated and intelligent student
- 01 DON'T Plagiarize
- 02 DON'T Use slang
- 03 DON'T Go off on a tangent
- 04 DON'T Include false or unsubstantiated information
- 05 DON'T Submit poorly thought-out and unorganized posts

Thomas Edison State University has a national reputation for academic excellence and educational integrity. The University is one of New Jersey's 11 senior public institutions of higher education and one of the first schools in the country designed specifically for adults. The University provides flexible, high-quality, collegiate learning opportunities for self-directed adults and offers degree programs and certificates in more than 100 areas of study.

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Warm up

This first step has the objective to engage de students in the lesson and make them try to produce some language from what they previously know.

To get students into the topic of the unit, ask them to look at the pictures and discuss them if they know any of the, and if they know what they do professionally. If they don't know anybody, elicit Jamie Oliver and Vik Muniz and give them some tips.

- Jamie Oliver is a British celebrity chef and restaurateur.

- Vik Muniz is a Brazilian light designer born in Teresina, PI.

Exercise 1 - Tell students to do the matching exercise in pair. Let them know that they may have talked about the answers in conversation generated by the previous exercise.

Answer: A – 2, B – 4, C – 1, D – 3, E – 6, F – 5.

Exercise 2 – This unguided discussion has the purpose of engaging students. As they talk further about the topic at hand, check the information in the given text. Students should talk for at least 3 minutes.

Open discussion. Answers may vary.

Reading

The purpose of these exercises is to engage the students in the reading activity and make them notice the information in the text in detail, and check their reading comprehension.

Give students enough time to read the text, discuss each paragraph in turn of the main idea, and check for comprehension.

Exercise 1 - Students have to read the text, and put the paragraphs in the correct order.

D - B, C - A

Exercise 2 – Students read the article and answer the questions.

1-Answers may vary.
2-School, Restaurant

Exercise 3 – After reading students read the sentences and decide if they are TRUE OR FALSE.

F – T – F – T – F

Listening & Speaking

Teacher should talk to students about what they think about the idea of the restaurant.

Ask them if they think these kind of attitude can help the society. How?

This can be done as a class discussion or in small groups. Monitor oral production.

Exercise 1 – The Video should be played at least 3 times. The first time students should listen for the gist with books closed. The second time they should take notes and the third time they will answer/check their answers.

Give them some time to answer the questions between the second and the third time they listen.

If you have extra time: Elicit a discussion about the topic involving the ideas given by the text they read and the audio they just heard. It will be very important for the next exercise.

Answers: A – Eight Hundred million, B – 1.4 million, C - 1.3 billion, D- culture, feel different, E – innovation, rebuild, reconnect, collaborate

Listening Script:

"We need to fight the waste," Bottura said. "Numbers are numbers. Eight hundred million people are starving, 1.4 million are overweight, 1.3 billion tons of food are wasted every year, so it's absurd."

Instead of being in the Olympics, Copacabana or Ipanema, we are in Lapa it's a "boemia" neighborhood which a lot of people are living on the streets.

When you come to Rio you can pay for lunch and you will offer a dinner for someone in need.

I wanted to build a legacy for the city. You know you have all these big events running, they invest a lot in infrastructure, but I believe what we can change in the world is changing the mind set of people offering opportunities.

You know concrete can subkiter, you can do it, you throw the food in the plate, they serve it they eat they leave and they say thank you, but in a place full of beauty, you know, full of art, very clean, in which they serve you some plates there are really well designed, that's simple. In which the chef comes from Mexico, Venezuela, France or Italy and they serve their culture, the people, they feel different.

We are here for city innovation to rebuild this whole neighborhood of Lapa and reconnect and collaborate with the people around.

Exercise 2 – In exercise students will need to show their full understanding about the audio the listened to. If your school has internet access, students may use their cell phones to look up information to answer the exercise. If the school doesn't have internet access assign this as homework and instruct them to bring as much information as they can about the activity.

Answer : C, D, E

Exercise 3 – This activity is a task based exercise which means that students will use some of the language they are being exposed to in order to create signs.

Students may ask about what form of the verb they have to use. At this moment the teacher will only monitor the activity, guiding students to find out, through given examples, what kind of structure they have to use.

The Speaking part of this exercise is very important, students will be asked to discuss their ideas. This is a time for free to production;

Monitor the activity, but do not interfere until the very end in case language mistake need to be addressed.

Keep in mind that plenty of time should be given for this activity.

Exercise 4 - Give at least 5 minutes to each group to present their work to the class.

Notes: _____

Language in use | giving instructions

In this section students are led to notice and work with the structure of the language, so it's important to draw their attention to the language focus being presented.

Exercise 1 – Students should read the paragraphs and match the titles to the correct paragraph.

Answer: 1 – Shop smart, 2 – Have a Plan B, 3 – Practice FIFO, 4 – Monitor what you throw away.

Exercise 2 – This is a vocabulary practice meaning.

Students should match the highlighted words to the given sentences. Before beginning the exercise and work on pronunciation, read the words out loud. Then give students at least 5 minutes to complete the activity. Students must not use their dictionaries at this time.

A - a loaf, B - meals, C - perishables, D - grocery, E - regular basis, F - expires, G - fancy, H - back-up, I - unpacking.

Exercise 3 – This purpose of this exercise is to lead students to notice the grammar structure they used to give instructions. The Imperative form.

Students must check the correct sentence. Elicit the difference between give permission and give instructions.

Answer: B

Exercise 4 – Students should choose the correct sentence.

Answer: B

Exercise 5 – Students should answer the two questions. Answer: Don't toss the cheese. Because of the word Don't.

Exercise 6 – Students should complete the sentences in the charts using the base form of the verb for affirmative and Don't for negative sentences.

affirmative **Throw** your trash here. (throw)
negative **Don't** Smoke here. (not smoke)

Practice it more:

Answer: A - work, B - don't waste, C-Try , D - don't be, E - go

Writing | now it's your turn

Students should write four tips using the structure they have learned in this unit. Answers will vary. Make sure the students are using the grammar knowledge attained.

SONG ACTIVITY

This activity is intended to work with all skills. The lyrics of the song provoke the listener to act and have an engaging attitude in the world. As students are working on the activities pertaining to the song, draw their attention to the lyrics, guide them in understanding the context and where the "speaker" is coming from. Also are the great opportunity to pay attention and practice pronunciation. Lastly, conduct student's in discussing the theme of the song as a brainstorm for this writing session. Remind them to use the structure presented.

Exercise 1 – Play the audio and ask students to separate the words they listen to according to their phonetic symbol. Teacher must explain the difference of the weak, and strong form of the pronunciation of "u".

Warm up & Pre-Reading

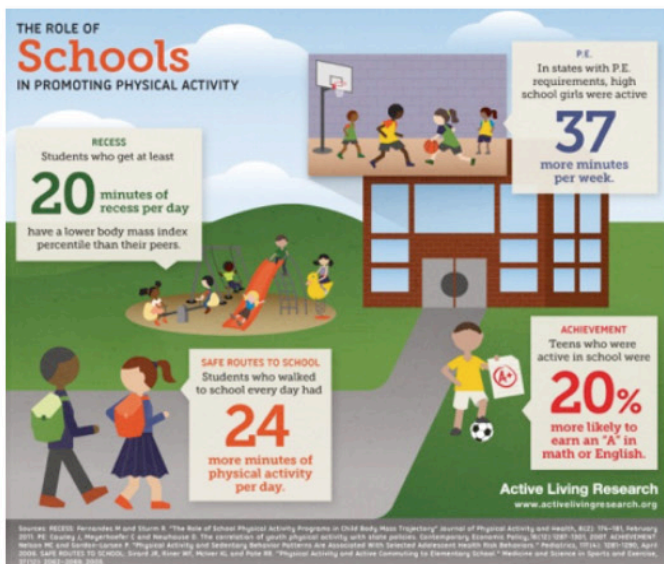
To get students into the topic of the unit, tell them to look at the pictures and ask them what they see.

Answers may vary: Children, school, playground, basketball court, ball, building, etc.

Exercise 1 – In pairs students answer the questions about the picture.

Exercise 2 – Still in pairs students match the boxes to their correct place in the picture.

Answer:



Exercise 3 – Give students some time to talk about the information they have just read. Teacher can guide this discussion and ask some of the students to say their opinions in a class discussion.

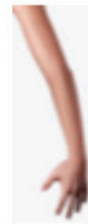
Reading & Vocabulary

Exercise 1 – Tell students to match the words and the pictures.

Answer:



Hips



Arm



Shoulder



Chest



Abdome



Back



Legs

Exercise 2 – Instruct students to read the definitions and match the words to the sentences that corresponds to their meanings.

Answer:

Muscle: one of many tissues in the body that can tighten and relax to produce movement:

Children: plural of child

Adolescent: a young person who is developing into an adult

Aerobic: energetic physical exercises, often performed with a group of people to music, that make the heart, lungs, and muscles stronger and increase the amount of oxygen in the blood

Ground: an area of land used for a particular purpose or activity:

Strength: the ability to do things that need a lot of physical or mental effort

Appropriate: suitable or right for a particular situation or occasion

Enjoyable: experience gives you pleasure

Variety: the characteristic of often changing and being different

Exercise 3 – Instruct students to pair up and give them time to discuss and answer the questions according to their opinion.

Exercise 4 - Read the first paragraph with the students and talk about what they think about the terms: Aerobic, muscle-strengthening, bone-strengthening .

Exercise 5 – Students will read the text and match the words in the box with the correct paragraph.

Answer:

How much physical activity do youth need?

The physical activity guidelines for children and adolescents aged 6 to 17 focuses on three types of activity: aerobic, muscle-strengthening, and bone-strengthening. Each type has important health benefits.

Aerobic, Muscle-strengthening, and Bone-strengthening Activities

Every day children and adolescents should do 1 hour or more of physical activity.


Aerobic activities. Most of the 1 hour a day should be either moderate or vigorous-intensity* aerobic physical activity, and include and include vigorous-intensity physical activity at least 3 days a week.

As a part of the 1 hour a day of physical activity, the following should be included:

- **Muscle-strengthening on at least 3 days a week.** These activities make muscles do more work than usual during daily life. They should involve a moderate to high level of effort and work the major muscle groups of the body: legs, hips, back, abdomen, chest, shoulders, and arms.
- **Bone-strengthening on at least 3 days of the week.** These activities produce a force on the bones that promotes bone growth and strength through impact with the ground.

Youth should be encouraged to engage in physical activities that are appropriate for their age, enjoyable, and offer variety.

No period of activity is too short to count toward the Guidelines.



*Intensity is the level of effort required to do an activity. A person doing moderate-intensity aerobic activity can talk, but not sing, during the activity. A person doing vigorous-intensity activity cannot say more than a few words without pausing for a breath.

After reading the text, correct the exercise checking if there are any questions about the context or vocabulary.

Exercise 6 – Students will have to check if the given sentences are true or false.

Answer: T, F, F, T, T.

Listening

Talk to students about their opinion in what they have just read.

The Video should be played at least 3 times.

The first time students should listen for the gist with books closed. The second time they should take notes and the third time they will answer/check their answers. Give them some time to answer the questions between the second and the third time they listen.

If you have extra time: Elicit a discussion about the topic involving the ideas given by the text they read and the audio they just heard. It will be very important for the next exercise.

Exercise 1 – Students have to check the given sentences and mark with a check the ones that are correct and correct the ones that are incorrect.

Answer:

X - 9 out of 10 kids get don't the one hour of daily physical activity.

X - Obesity, heart problems and even depression can prevent by physical activities in school.

✓ · The focus on physical activities usually drops because of the other subjects like math and science.

✓ · Being active improves creativity.

X - The school is working together with the parents to make the kids have a least one hour of physical activities a day.

Students pair up and answer the questions about the text comprehension. Verify that there is comprehension of what was read.

Answers may vary.

INTRODUCTION

Teaching in the contemporary world involves a range of didactic materials that incorporate the use of digital media and multimedia materials, especially when it comes to foreign language (FL) teaching. However, the advancement of technological resources did not succeed in removing the textbook from its reign, as a central instrument and the most widespread in today's educational systems. Not only because of its strong presence in the FL classroom, but also because it is often one of the first forms of contact of the learner with the target language. Like Damião (2008), we understand that the textbook has historically played a significant role in the school context, where it is used almost religiously, presenting itself as a "mirror of society".

Knowing the extent in the almost religious use of the textbook, the goal of this project is to think of language teaching beyond the classroom or even beyond an English Learning environment through the use of Second Language Acquisition (SLA) theory to teach English as a means of developing learners' critical thinking capacity. Motivating learners to think outside the box in English will also help create opportunities for discussion and sharing of their thoughts and opinions, provoking a mutual learning process.

The paper is divided as follows: two units accompanied by the teacher's guide. A theoretical rationale is presented to support the decisions made in the construction of the units. These units were designed according to the Common European Framework of Reference for Languages, CEFR, for levels A1 and A2, for adult learners (15 years of age and older). Through the contents in these units, learners in A1, most of whom are experiencing their first contact with this new language will benefit both linguistically and culturally through the themes addressed. Learners in A2 may review and fixate linguistic structures already seen, and why not? Grow culturally as well.

The units were constructed based on the communicative approach and critical pedagogy and they have activities that take learners through all abilities of the target language (TL): listening, speaking, reading, and writing. The inductive process for grammar teaching skills was used as a means of leading students in discovering the language on their own, which will be explored in more detail in the rationale below.

According to Howatt, (1984 apud RICHARDS and RODGERS, 2001 p.154), the communicative approach can be viewed as having a weak version which "stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into

a wider program of language teaching” and the strong version where “language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself”. Thus, it deemed necessary to consider both the weak and the strong versions of the communicative approach when considering what to include in the unit. On the one hand, it had to fit into a wider range of a language teaching program that could also go beyond this scope, and on the other hand, generate communication that would help expand students’ target language system.

On critical pedagogy, Pennycook (1990 p. 24) states that, “...critical pedagogy seeks to understand and critique the historical and sociopolitical context of schooling and to develop pedagogical practices that aim not only to change the nature of schooling, but also the wider society”. As such, the language classroom aimed to be taught through critical pedagogy takes students beyond the mere structure or formalism of the language, to become aware of the political, social, and ideological aspects of that world which is opened by this other language.

The themes of the units are current and appropriate to the proposed age levels. One of the main aims was to motivate learners to think about the environment and the community around them in a way that would enable them to learn the TL in a communicative way, critically thinking about relevant issues and pondering ways of creating solutions to solve some of these issues that their communities might face.

This paper was required as a final project for the *Curso de Especialização em Inglês (CEI)*, UFMG, as a work of course conclusion. It can’t be used with commercial purposes nor with any other purpose without the author’s authorization.

RATIONALE

This entire project was mainly thought based on the idea that a language teaching environment is more than just a building full of teachers and students trying to teach or learn a language, but a place where people can think of ways to improve themselves as individuals in a sociopolitical space, share their opinions, analyze and question topics and issues of interest, and learn and practice the language throughout this moment. This kind of learning environment allows students to become aware and sensible “to the prevailing sociopolitical reality”, through “a pedagogy of possibility” “concerned with individual identity” (KUMARAVATIVEOLY, 2001, p. 543). Duboc (2012) also highlights

definitions by other authors who understand critical literacy as an attitude, and argues that critical literacy contributes to an active citizenship. Thus, “critical literacy foregrounds the power relations expressed through language” (MATTOS, 2011, p.214), and language learning in the twenty-first century needs to go beyond the language, taking learners to a place of questioning, of critical awareness.

The theme of the first unit draws gives space to a discussion on ways to help society to reduce the waste of food and help the needy community in projects that can improve, maybe even change their lives. The second unit will use the same integration of skills to talk about how important it is for schools to have physical activities in their education plan. Critical thinking is a fundamental factor explored in the activities, and used as the main base of the pedagogical process. Along these lines, the integration of the communicative approach with critical pedagogy to improve awareness on the importance of language use in real life scenarios is a strategy to motivate and call learners’ attention to the language itself.

Another element that was considered as the unit was being constructed was that it should help develop learners’ ability in all four language skills: listening, speaking, reading, and writing, in accordance to the communicative approach. Each unit begins with a warm up and pre-reading activity, used to call attention to the text and gives learners the opportunity to engage in the reading, which is followed by a reading/comprehension exercise. As in a top-down process, throughout the reading activity, learners will be in exposed to the TL and use their previous knowledge to identify the context (GOODMAN, 1968).

Subsequent to the reading section, there is a listening and speaking activity that ties together with the reading exercise so the learners could work these two skills together, or at least very close from each other, knowing *input* and *output* as essential elements to the SLA learning and acquisition process. Paiva (2014) argues that comprehensible input and output, or *linguaging* as Swain (2006) calls it, also understood as *noticing*, sense negotiation or hypotheses testing, and language reflection are fundamental for acquisition to happen (PAIVA, 2014). It is important to mention that throughout all the activities in both units learners are exposed to input coming from the teacher and they are also required to speak in the TL, so the input and output processes are accessed during the whole learning process.

At the end of both units, learners are asked to produce language through a writing activity. Both writing activities initiate with a model or use a text from a previous activity

to guide learners to produce their own writing. According to Schmidt (1995), being exposed to models help learners to become aware of the regularities in input and to accurately judge the grammaticality and structures they have never before encountered.

During the complete process that is taking place throughout the units, the grammar is supposed to be acquired inductively. Like all other exercises, the grammar activities are all based on real life language. Carneiro and Azevedo believe that “we have better chances of pleasing learners if classes are more dynamic, involve use of the language that is meaningful or similar to real use” (CARNEIRO and AZEVEDO, 2016, p. 84). Through the inductive process, “learners should be provided with opportunities to notice grammar” (RICHARD and REPPEN, 2014 apud CARNEIRO and AZEVEDO, 2017, p.), because “when a learner becomes conscious of a grammatical feature, chances are that such consciousness will trigger a process that will ultimately result in the incorporation of the feature into the learner’s language competence” (CARNEIRO and AZEVEDO, 2017 p. 94).

The units were built in line with the method that KUMARAVATIVEOLU (2001) calls The Postmethod. The encounter and exposure to real life examples, to activities that are based on relevant language, alongside the guided mediation of the teacher giving the right amount of feedback during the process, will enable learners to have the opportunity to be the constructor of their own learning and language acquisition. For this author, the postmethod learner is autonomous. About learner autonomy Kumaravativeolu says:

The literature on learner autonomy has so far provided two interrelated aspects of autonomy: academic autonomy and social autonomy. Academic autonomy is related to learning. Learning becomes autonomous when learners are willing and able to take charge of their own learning (Holec, 1988). Taking charge has mostly meant teachers giving learners a set of cognitive, metacognitive, and affective techniques that they can use for successful learning. (KUMARAVATIVEOLU, 2001, p.454, 455)

As a central part of the foreign language classroom, considered by some a third character in this process, which plays just as an important role as the teacher and the students, the textbook should be composed to help students think beyond the language, outside the box of the traditional foreign language classroom. Hence, the goal of the units constructed is to give opportunities for learners to achieve just that. By coming into contact with current themes, that instigate learners’ critically in the TL, and based on the

theories mentioned in this paper, the four language skills are worked on in a balanced way. The steps presented in the Teacher's Guide to carry out each activity and with the positive mediation of the teacher should enable the learning experience to be something meaningful and worthwhile, allowing students to reach the success that they set out to achieve when they decided to acquire a foreign language.

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