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English Teaching Material

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Teaching English to Children: from Safety to Health

Trabalho apresentado ao Curso de Especialização em Ensino de Língua Inglesa da Faculdade - UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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INTRODUCTION

This is the end of mandatory project for Specialization in Teaching English done as a demand for the course conclusion.

This material has two thematic units, the teacher's guide, test booklet and a rationale with the theory that was used at production.

The units were prepared to work with beginners, especially children from the first to the second year of English studies. It's amazing when it's possible to work with children because they are very enthusiastic and grateful for every single word they learn.

The themes are based on internet advices and health problems. Each theme is appropriate for the level and knowledge of the students, particularly when they are children. The lessons are easy to work with and the themes and language are very simple.

The units have activities to help students' motivation and continuous improvement for their learning process. The main objective is to facilitate the learning process and encourage them to interact with classmates without fears, since the themes are already known among the students.

The units are in communicative approach that provides interaction among students because the main goal is language communication.

All four abilities: reading, writing, listening and speaking were used in both units, giving the learner the opportunity to deal with pronunciation and grammar. The activities were prepared so the student can practice what he has been learning and the teacher can also notice any difficulty the student has.

Internet videos were used in each unit to help the listening. The links were given below and the CD was made to compose the lesson.

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UNIT 1 – STAY SAFE ON THE INTERNET

Basic level

Observe the picture below...



GET STARTED...

Answer the questions...

- What are they doing?
- Are they surprised? Why?
- Do you use the internet?
- How often you use the internet.
- Do you have friends online?



READING TIME...

1. Before reading the text, write T for true and F for false according to what you know about the internet.

- Internet is always safe to use
- You will not find bad stuff on the internet
- It is ok to meet people you find on the internet
- You can use the internet to study
- The internet can be helpful

2. Help John with internet safety. Fill the lines with the right "It is OK to" instructions found on the chart.

It is OK to...



- *Put all your personal information
- * Buy things without parents' permission
- * Send an email to a family member
- * Listen to music
- *Study for a test
- *Send picture to people you do not know

Read the text below and answer the following exercises.

10 Rules for Kids' Online Safety

1. I will not give out personal information such as my address, telephone number; parents work address/telephone number, or the name and location of my school without my parents' permission.
2. I will tell my parents right away, if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
4. I will never send a person my picture or anything else without first checking with my parents.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents right away so that they can contact the service provider.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate area for me to visit. I will not access other areas or break these rules without their permission.
7. I will not give out my Internet password to anyone (even my best friends) other than my parents.
8. I will check with my parents before downloading or installing software or doing anything that could possibly hurt our computer or jeopardize my family's privacy
9. I will be a good online citizen and not do anything that hurts other people or is against the law.
10. I will help my parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

http://cdn-prod.www.aws.nypl.org/sites/default/files/safekidslist_0.pdf
[30/07/2015](#)

3. According to the text, write on the space if the information below is true or false.

- a) Sometimes the internet can be dangerous.
- b) The Internet is a secure place and you can trust on it.
- c) It is nice to meet strange people on Internet chats.
- d) Sometimes Online friends cannot be trusted.
- e) The internet can be helpful too.

4. Answer the following questions.

- a) Do you usually follow those steps?

- b) Was the text helpful?

- c) Do you agree with the information from the text?

- d) Can you give any other helpful hints?

5. Check what you like the most on the Internet.



- Chat rooms Blogs Social Networking iTunes
- Gaming Movies MSN, Yahoo Other _____

PRE LISTENING...

- Do you access the internet every day?
- Do you give your personal information on the internet?
- Do you go on chat rooms?



LISTENING TIME...

Listen carefully to the video and answer the following exercises.



<https://www.youtube.com/watch?v=xZHq4CQekTY>

1. Check the correct options according to the video.

- It is not safe to talk to strangers online.
- It is OK to give your real name, address, and other information online.
- You cannot trust what others say to you online.
- The girl on the video was talking to a friend her age.
- Sometimes bad people can pretend to be children online.

2. Answer the questions according to the video.

a) What is the video about?

b) Do you think it is safe to give out personal information?

c) Is it safe to trust people we meet online?

d) Can this situation happen to us?

3. Check the right boxes

	Yes	No
Online chatting is always safe		
Parents have to be aware of what kids are doing on the internet		
There are bad people with bad intentions on the internet		
Internet can also be very helpful		



GRAMMAR...

Examples:

- ✓ She WILL study on the internet.
- ✓ She WILL NOT / WON'T talk to strangers on the internet.
- ✓ WILL she play a game online?
- ✓ I WILL NOT give out my password.
- ✓ I WILL talk to my parents so that we can set up rules for going online.
- ✓ I WILL be a good online citizen.

1. Match the phrases with the correct number

a) Share my password online



1 Will

b) Share personal information



2 Will not

c) Talk to people my family and I know



d) Download music without my parents' permission



e) Use the internet to study



2. Fill in the box...

Things I will do
online



Things I will not
do online





SPEAKING...

1. Get with a classmate and ask the following questions.

a) Do you have a computer at home?

b) What are your favorite things to do online?

c) What advice will you tell a friend who is using the internet?

d) What does your parents tell you about the internet?

2. Now, it is your turn to make up a question. Write it down then ask your classmate.



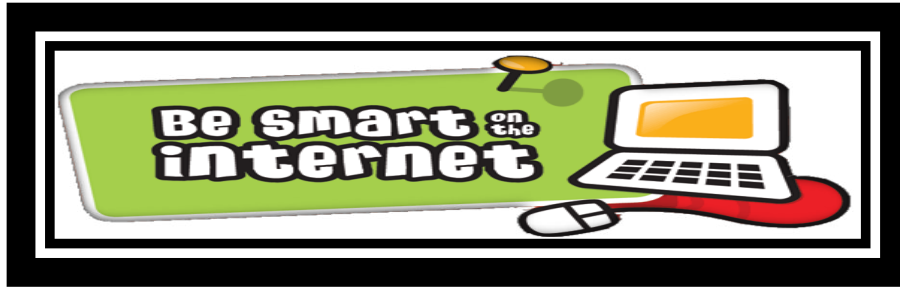
WRITING TIME...

1. Answer the questions...

a) Do you find the internet safety tips important?

b) Will you follow those safety tips?

c) To whom will you share these safety tips?



2. Make a Poster about online safety.



Test Booklet

Safe From The Internet

1. Read the article about Internet Addiction and answer the questions.

Hospital in Rome offers children therapy for Internet addiction

by Annalisa Lista - 2016.01.20



A paediatric centre for web addiction therapy was opened yesterday at Rome's Gemelli hospital. According to the latest available estimates, Internet addiction affects 240,000 young people aged under 16 in Italy. The therapy is aimed at children and adolescents who can't do without their smartphones, tablets, PCs or digital consoles, even at night. The new centre offers tailored therapies to treat mental and physical consequences related to excessive use of the Internet and modern digital gadgets. These include problems with eyesight, posture, obesity, social isolation and cyber bullying.

<http://www.west-info.eu/hospital-in-rome-offers-children-therapy-for-internet-addiction/> (20/01/16)

a) How many young people are affected by internet addiction?

b) The therapy is aimed to whom?

c) What does this New Centre offers?

d) What health problems are associated to internet addiction?

2. Watch the video and answer the questions below.



https://www.youtube.com/watch?v=2WrmQ2SHaxM&list=PLkQH-nGwB_Fh6i-1gUmCajXdfqTZoQlp&index=19 (20/01/16)

A) Answer the questions according to the video.

I. Why did Doo-Wool want to go home quick?

II. Did Doo-Wool go to his academy class?

III. Can Doo-Wool be addicted to the internet? Why?


B) Check the true sentences.

- I. Doo-Wool do not eat dinner because he was playing a game. ()
- II. Doo-Wool went to sleep after his game. ()
- III. You might be addicted to the internet if you using too much. ()

C) According to the video what are the things Doo-Wool should do to help him with internet addiction problems?



D) Write your own vows for the prevention of internet addiction.



Teacher's Guide – Stay Safe on the internet.

On this Unit Students will focus on how to use the internet with safety

Getting Started...

This activity can be a warm up for the unit. The teacher will ask a few questions to have an idea of the student's previous knowledge of the theme.

Reading Time...

Introduce the Title of the text to the students. Remind them the few answers they gave on the questions asked by you on the Getting Started activity.

1. Before reading the text, ask the students to place True or False on each phrase according to their knowledge.

a)F b)F c)F d)T e)T

2. Ask the students to fill in the lines with what is ok to do on the internet. The statements are on the box.

-Send an email to a family member

-Study for a test

-Listen to music

Read the text- Read the text aloud while the students follow. At the end of the text, ask the students if there were any questions according to the text for their best comprehension.

3. According to the text, ask the students to write down on the box given, if the statement is either true or false. The answers will not be find directly on the text. This activity will make the student think about what he/she read.

a)T b)F c)F d)T e)T

4. Tell the students to answer the questions given on the chart. Personal answers.

5. On this exercise, ask the students to check what they like the most on the internet. Explain each option given and ask them to write down other things that they also like to do, if it is not on the list.

Listening Time...

Before watching the video, ask a few questions to the students given on the Pre Listening part. These are personal answers. After interacting with the students you can play the video about internet safety, have a chat with the class about what they heard on the video.

1. Ask the students to check the correct options given on this exercise according to what they heard and learned from the video. Before they start this exercise, have a talk with the class to remind them what happened on the video.
a - c - e
2. Tell the students to answer the questions given on the chart, according to what they heard on the video. The answers to these questions are not find explicit on the video, students might have to think.
a) Internet safety
b) It's not safe to give out personal information
c) It's not safe to trust people we meet online
d) This situation can happen to us.
3. Ask the students to check the correct options given on this exercise according to what they heard and learned from the video. Before they start this exercise, have a talk with the class to remind them what happened on the video.
a - c - e
4. Ask the students to check the right boxes (yes, no) according to what they have learned so far.
a)no b)yes c)yes d)yes

Grammar...

This part will explain the students how to use the future tense using (Will). Give them a few examples using the affirmative form, negative form, and interrogative form.

1. On this exercise read each phrase given, and ask the students to write either number 1 for will or 2 for will not on the right places according to what they've learned from this unit.
a)2 b)2 c)1 d)2 e)1

2. Ask the students to fill in the boxes with their own statements, with things they will do on the internet, and things they will not do on the internet. Give one example for each box, the example used by the teacher can't be used on the students box. Give the class a few minutes to answer and ask a few students to share their answer.

Speaking...

Give the class a short brief about the unit's theme, what they have learned with the text also with the video. This should help them practice their speaking with classmates.

1. Tell the students to get on pairs, ask the questions to their pair and write down the answers received.
2. Now the student will make up a question on his own to ask his/her partner.

Writing time...

On this activity, the student will practice his/her writing skills with a few exercises given.

1. Ask the student to answer the questions on this exercise by given his/her own personal answers.
2. Tell the students to write an email to a friend, to whom they would like to give advice about internet safety, tell the student to give his/her friend tips of how to be safe. The student should also mention things he/she will do to keep safe.

Test Booklet answer key

1.

A) 240.000

B) Children and adolescents who can't do without their smartphones, tablets, PCs or digital consoles even at night.

C) Therapies to treat mental and physical consequences related to excessive use of the internet and modern digital gadgets.

D) Problems with eyesight, posture and obesity.

2.

A. I) To go on the internet

II) No

III) Yes, because he spends too much time on the internet

B. I and II

C. Get on the internet when you absolutely have to

keep internet usage diary

Hang out with friends and participate in activities

D. Personal answers

UNIT 2 – HEALTH PROBLEM

BASIC LEVEL

Observe the pictures...



www.google.com.br/search?q=imagens+de+problemas+de+saude+comuns&espv=2&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0

GET STARTED...

Answer the questions...

- What is wrong with these people?
- Have you ever had the symptoms above? Tell us how it was.
- What are the worst symptoms when you get sick?

PRE READING...

1. Match the symptoms to the pictures.



<https://www.google.com.br/search?q=aches+to+learn&espv=2&biw=1366&bih=667&source=lnms&tbn=isch&sa=X&ved=0ahUKEwilq83qrJrKAhUEhJAKHVpLAVI>

a) Fever b) Stomachache c) Headache d) Cough e) Earache

f) Sore throat g) Runny nose h) Flu i) Backache

2. Before reading the text, talk with your classmates and answer the questions below...

a) Do you think that prevention help us to be safe from diseases?

b) Do you know about any prevention campaign in your city?

c) Do you usually follow the instructions that you find in pamphlets about preventions?

d) Write T for true and F for false according to your knowledge.

Mosquito transmits the FLU.

There is no FLU vaccine.

Some symptoms of FLU are fever and pain in the body.

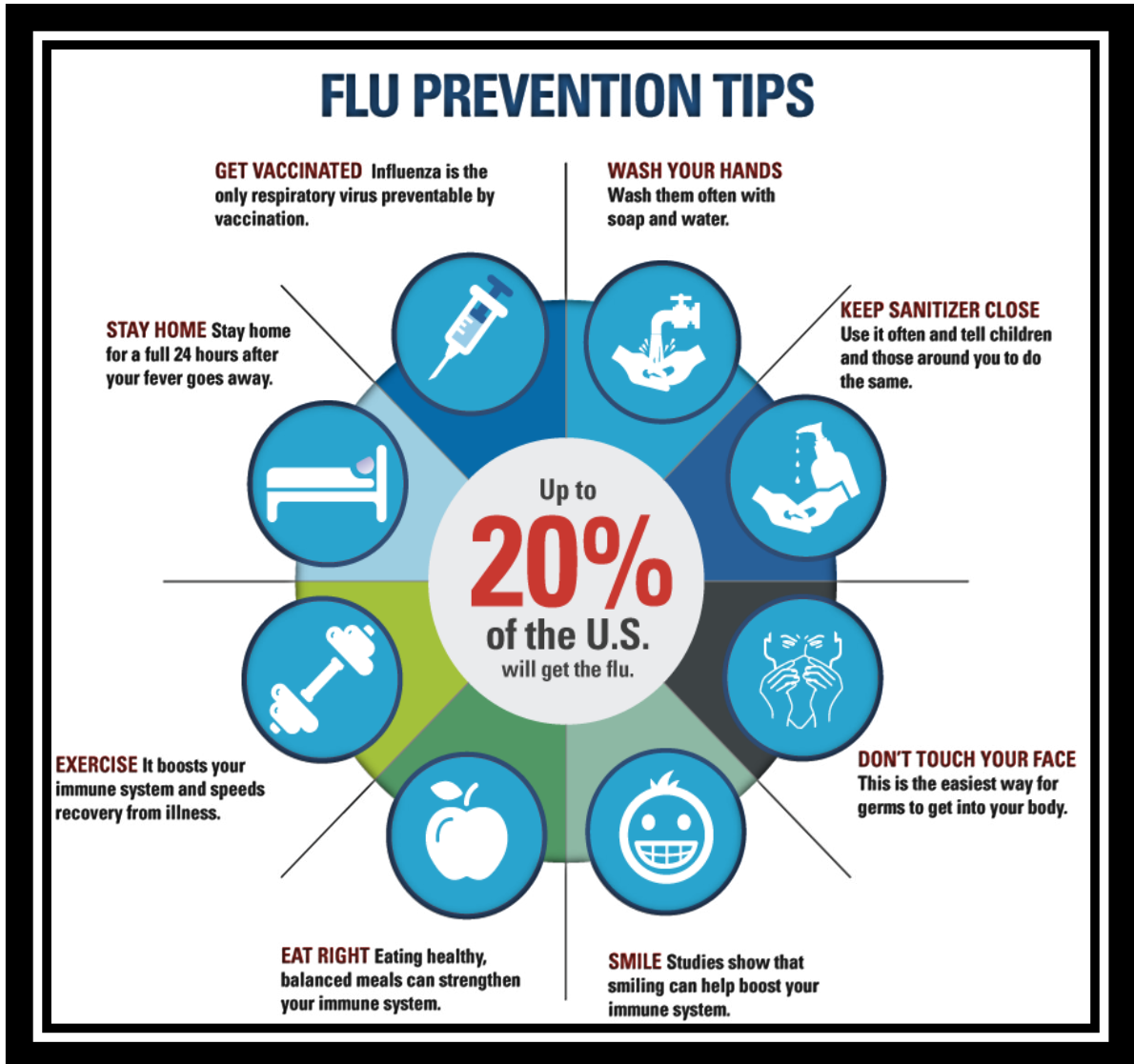
The FLU can transmit from one person to another.

The Flu kills many people every year in the US.



READING TIME...

Read the text below...



https://www.google.com.br/search?q=flu+prevention+ads+for+kids&source=Inms&tbn=isch&sa=X&ved=0ahUKEwjLxLzXw5rKAhXKE5AKHT8lCrEQ_AUIBygB&biw=1366&bih=667#imgrc=qGq3owGSRehasM%3A

POST READING...

1. Answer the questions below:

a) What is the flyer about?

b) What can you do to prevent the Flu?

c) According to the flyer, how many people in US will get the Flu?

2. Read the flyer again. What is its objective?

Announce a show.

Sell medication.

Inform about illness prevention.

What are you doing to prevent the Flu?



GRAMMAR...

1. READ THE SENTENCES BELOW.

- **Wash** your hands.
- **Stay** at home.
- **Get** vaccinated.
- **Do not** have cold drinks.
- **Do not** go to work.

...In your opinion, what do these sentences express?

- Advice
- Direct order
- Recommendation
- Hunger

2. The **bolded** words on the example above are in Imperative form. Complete the chat below with the negative form as shown in the example

BASE FORM	NEGATIVE IMPERATIVE
Contact	Do not contact
Take	
Avoid	
Put	
Stop	

3. Give these people some recommendations.



She has an earache...

- See a doctor sleep



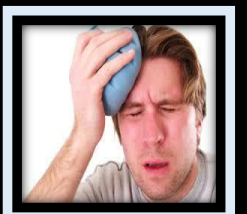
Jennifer has a fever...

- Watch a movie Check her temperature



Michael has a Flu...

- Take a rest Stay awake



Tom has a headache...

- Drink some water Take medicine

4. Match the columns ...

a) Go see	() a pill twice a day
b) Take	() hot tea
c) Stay	() a doctor
d) Drink	() your hands
e) Wash	() at home



KEEP IN MIND...

* We can use the imperative to give a direct order, instructions, to make an invitation, on signs and notices, to give friendly informal advice and it can be more polite by adding 'do' before the verb.

PRE LISTENING ...

- Did you already go to a doctor's office? For what?
- What do Doctors usually ask to patients?
- When you go to the doctors, do you follow his recommendations?



LISTENING TIME...



<https://www.youtube.com/watch?v=SoC8Xf6220s>

(06/02/2016)

1. Answer the questions according to what you heard on the video.

a) What is wrong with the woman?

b) What are the symptoms?

c) To whom is she talking?

d) According to the doctor, what does she have?

e) What are the doctor's recommendations?



SPEAKING...

1. Practice conversation with a classmate. One will be a doctor and the other will be the patient.

The doctor will ask:

▪ Patient's name
▪ Age
▪ Symptoms (how long)
▪ Diagnosis
▪ Treatment (how long)

Language Tips:

What is the problem?

How do you feel / what are the symptoms?

For how long have you had a (fever, sore throat, headache...)?

You have (Cold, Flu, Dengue...)

Take a (Pill, rest...) for (2 days, 1 week...)

The patient will answer:

▪ Name
▪ Age
▪ How he/she is feeling (symptoms), for how long

Language Tips

I have a ... (fever, sore throat, headache)

I have a (...) for (2, 3, 4 days/week)



WRITING TIME....


1. With a partner, create a flyer for a Flu prevention campaign.

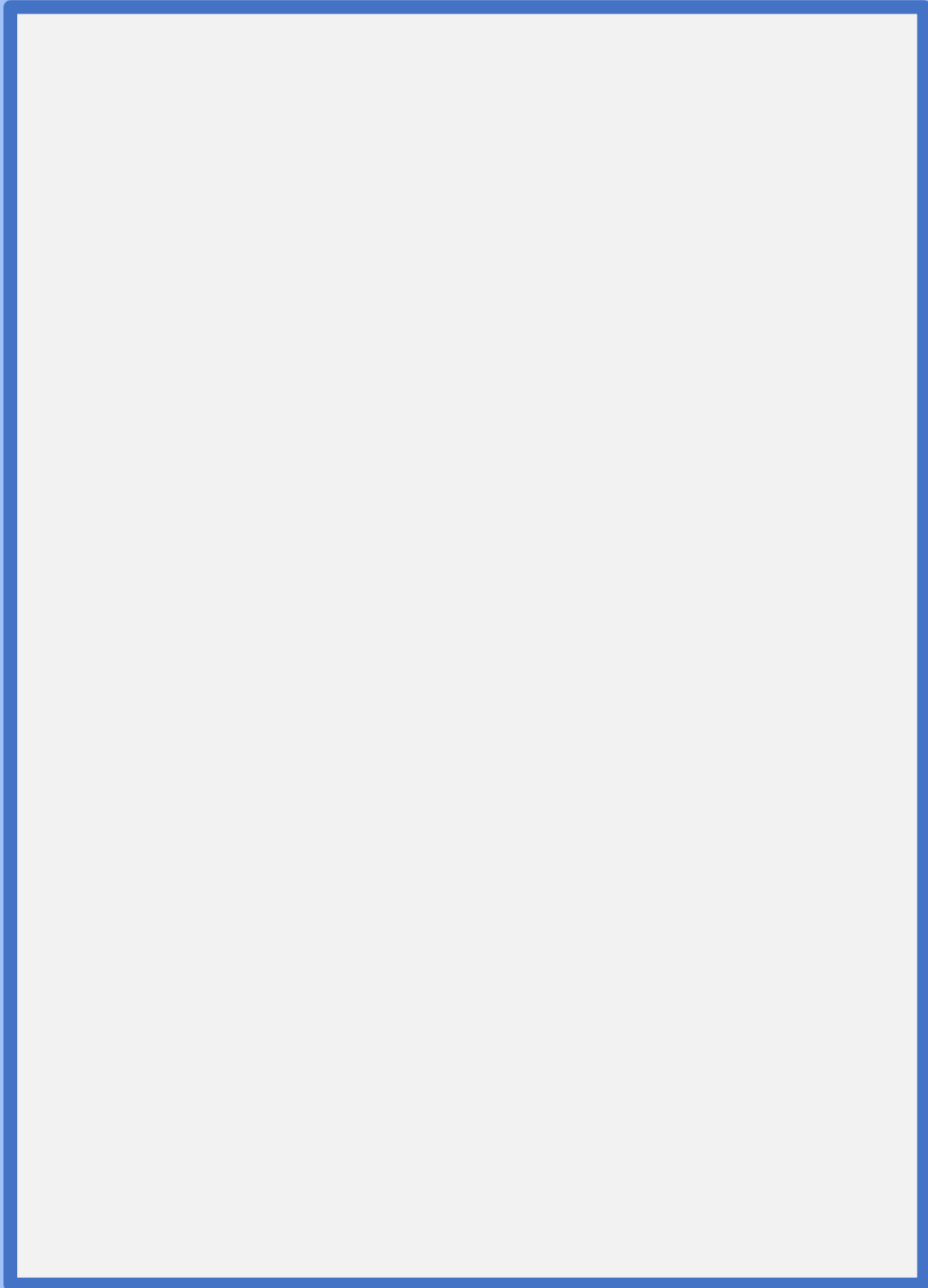
✓ To begin, check the information you find important to place on it.

- How it's transmitted...
- Symptoms...
- How to prevent...
- Your personal information...

2. Write T for True and F for False to what you consider important to put on your flyer.

<input type="radio"/>	It is important to have the correct information.
<input type="radio"/>	Pictures will not make it interesting.
<input type="radio"/>	Colors will catch the reader's attention.
<input type="radio"/>	The flyer has to be objective.

3. Use the space below to make your flyer. Show your talent and Knowledge ... 



TEST BOOKLET

HEALTH PROBLEMS

1. Read the flyer about Hand-Washing Facts

SHEKNOWS

Sanitizers are less effective than soap and water because people may not use enough or may wipe it off before it has dried.

WOMEN wash their hands significantly more often, use soap more often and wash longer than men.

A 2013 undercover study found only **5 percent** of people wash their hands correctly.

Researchers in London estimate that if everyone routinely washed their hands, **a million deaths** a year could be prevented.

Soap and water are more effective than hand sanitizers at removing certain kinds of germs.

Hand-washing reminder signs **increase** frequency and length of hand-washing.

Using soap and water to wash hands is more effective than water alone because the surfactants in soap lift soil and microbes from the skin.

7 percent of women and **15 percent** of men do not wash their hands at all after using the restroom.

Triclosan, an ingredient found in antibacterial soaps, is under review by the FDA due to potential health concerns and questionable benefits. A final decision is expected by September 2016.

According to the Centers for Disease Control and Prevention (CDC), failing to wash hands correctly contributes to nearly **50 percent** of all foodborne illness outbreaks.

If soap and water are not available, an **alcohol-based** hand sanitizer containing at least 60 percent alcohol is the best alternative.

HAND-WASHING DOES NOT PROTECT people from diseases such as chicken pox, measles, influenza, tuberculosis and mumps, which are passed through the air or by sneezing, coughing or laughing.

Sources: Michigan State University Hand Washing Study, CDC

a) Answer the questions according to what you read.



I. What does this sign mean?

II. Does hand washing protect us from all diseases?

III. Why are sanitizers less effective than soap and water?

B) True or False.

- I. 5 percent of people wash their hands correctly ()
- II. Soap does not lift soils and microbes from the skin ()
- III. 7 percent of woman wash their hands after using restrooms ()
- IV. Wash hands with soap and water is the same as with water alone ()

2. Watch the video about the Benefits of Honey and complete each sentences.



<https://www.youtube.com/watch?v=V24ZfPLb1Mw&spfreload=10>

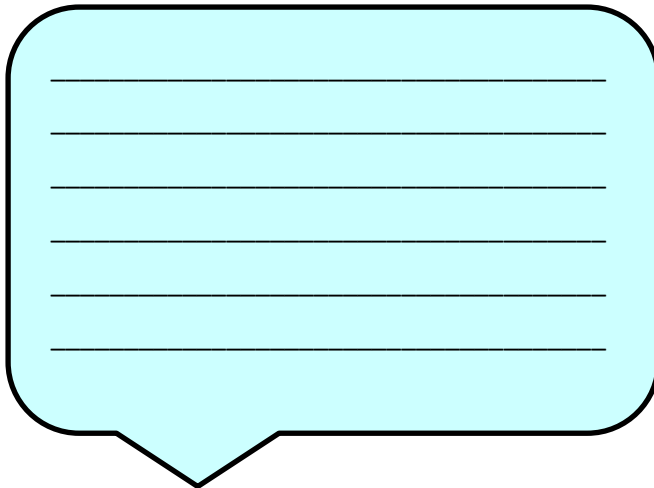
- I. _____ & _____ symptoms, such as coughs, sore throats and congestions are kept away when treated with honey.
- II. Taking 2-3 spoons of honey on daily basis is the best way to cleanse the _____.
- III. It may reduce the risk of _____ attacks.
- IV. It soothes _____.

3. Observe the picture. It gives out hints on how to live healthy.

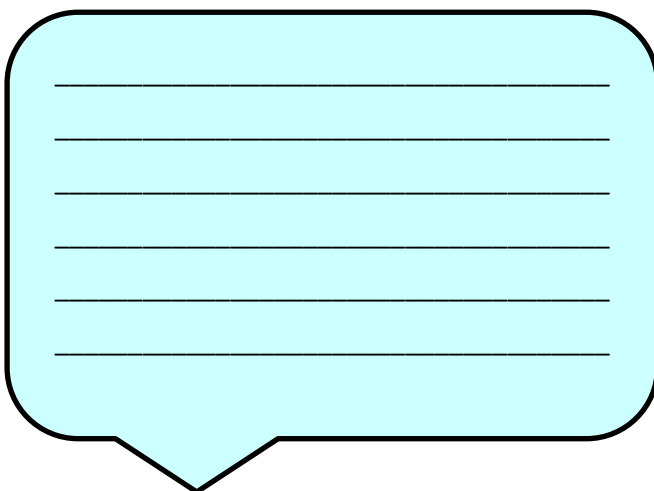


a) The picture above illustrates that by drinking plenty of water, eating healthy; exercising regularly and reducing stress, we can then have a healthy life. Write a note to a friend, explaining how he/she can eat right and reduce stress to have a healthier life.

I. How to eat right...



II. How to reduce stress...



Teacher's Guide – How are you feeling?

On this Unit, students will learn Health symptoms.

Getting Started...

Use this activity to interact with the students about the theme. The teacher can use this activity as a warm up, an introduction to the theme. Ask the students to observe the pictures on the book, after, ask the following questions. This is a time to talk with a class, to have an idea of the student's previous knowledge of the theme.

Pre Reading...

1. Go briefly through the pictures on this exercise, and ask the students to match the symptoms given to each box.

C – H – E

F – A – G

B – I – D

Reading Time...

This activity will enforce the student to the theme. He/she will practice reading and thinking to answer the exercises given.

1. Give the students a time to talk with their classmates then ask them to answer the questions according to their knowledge.

Answers A, B and C are personal.

D- False

False

True

True

True

Read the text- Read the prevention flyer with the students, let them know what a prevention flyer is.

1. Ask the students to answer the questions according to what they have learned with the flyer.

- a) It is about the flu prevention. Tips of how to prevent from the flu.
- b) Get vaccinated, wash hands with soap and water, keep sanitizers closed, don't touch face, eat right.
- c) Up to 20% of the people in the US will get the flu.

2. Tell the students to look at the flyer once more, and check what the objective is.

C- Inform an illness prevention.

After, ask the students to answer the question given, what are they doing to prevent the flu.

Grammar...

On this activity the teacher will explain the students how they can use the imperative form to give a direct order, instructions, advice. The teacher will read the examples already given on the book, both affirmative and negative forms.

1. After reading the examples ask the students to check what they represent.

A – B- C

2. Ask the students to complete the chart using the words bolded on the examples, the words are on the chart also. Ask them to follow the example already given, filling the affirmative imperative, and negative imperative parts.

Take - Take – Do not take

Avoid – Avoid – Do not avoid

Put – Put – Do not put

Stop – Stop – Do not stop

3. Ask the students to give the right advice for each problem.

- a) See a doctor
- b) Check her temperature
- c) Take a rest
- d) Take medicine

4. Match the columns

B – D – A – E – C

Listening...

Before listening to the video, the teacher will ask the students the questions given on the book. This is just a time for interaction with the class before introducing the video and have work with what they heard. After the interaction, the teacher can play the video.

1. According to what they just heard on the video, ask the students to answer the questions. The teacher should play the video more than once, to help the students understand the video.
 - a) She is sick
 - b) Dizzy, running nose, headache, stomachache, chest pain
 - c) To the doctor.
 - d) Flu
 - e) Stay in bed, drink hot tea, medicines

Speaking...

On this activity, the student will practice conversation with a classmate. The teacher will ask the students to get on pairs.

1. The students will play 2 roles, one will be a doctor the other will be the patient, they might switch up roles after. The teacher should go briefly through the questions and the language tips to help the students get an idea of what should be done, and let them on their own.

Writing...

On this section, remind the students what is a prevention flyer. The students will use their creativity to make a prevention flyer, practicing what they learned on this unit.

1. After reminding what a prevention flyer is, ask the students what they find important to place on a flyer.
 - A- How it's transmitted
 - B- Symptoms
 - C- How to prevent

2. Ask the students to write either True or False to what is consider important to have on a flyer.
 - a) True
 - b) False
 - c) True
 - d) True

3. Have the students make a prevention flyer on their own, using creativity.

Test Booklet answer key

1. **A. I) Hand-washing sign.**
 - II) No, it does not protect from chicken pox, measles, influenza, tuberculosis and mumps.
 - III) Because people may not use enough or may wipe it off before it has dried.**B. I) T**
 - II) F
 - III) F
 - IV) F

2. **I) Cold and Flu**
 - II) Liver
 - III) Heart
 - IV) Indigestion

3. **Personal answers**

RATIONALE

The units are to be taught in the Communicative Approach, which means students will be the communicators: they are expected to engage in dynamic activities and to participate as much as possible.

The teacher should be a mediator and a facilitator in order to facilitate and enrich the process of learning; it has to motivate the students and show that they are able to learn.

“Engaging learners in tasks work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place” (Richards and Rodgers, 2002, p. 223).

The perspective of Communicative language teaching was developed to build those pedagogical units and had the main goal of communication. It was also made with the purpose to give a very basic material for children because they have just a little vocabulary and their disposal to learn are very restricted. So they should be dealt with a specific material. The language learner even when he is an adult, has difficulties to acquire a second language. They need special assistance to get a new vocabulary, but when we talk about children, it has to be more careful with the material because it needs to be prepared according to their knowledge and it is very restricted. So it has to be developed step by step .

“By making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication” (LARSEN-FREEMAN, 2000, p.121), the spoken language will be developed to be used in real life if the student has real situations to use as a means of learning that will lead them to use it in real life context where they are inserted. Based on this situation, the lesson has to be very close to students’ reality, to show and teach the language in a meaningful and useful way. This way, it can be acquired as a second language in a very comfortable way.

Thinking about real life of Brazilian students, the themes are connected to all activities in the units and has a social relevance for young students, mainly kids. We work on current topics and easy to be understood by children, and they have the same relevance around the

world. The choice of the theme has to consider the students' proficiency level, age and cultural knowledge. The theme should be capable of generating curiosity, motivation and engagement and knowledge acquisition.

Another important point is to pay attention to all skills to be developed (listening, speaking, writing and reading). They must be integrated and also connected to the theme and the activities.

The teacher is an important aspect to help students to get their goals. The learners' comprehension and critical thoughts as discussed by Larsen-Freeman (2000), when communicative activities are student-centered and the teacher plays the role of a facilitator and an advisor rather than the know-all used to be found in classrooms.

Teachers need to give special attention when they are working with kids. It needs passion and much love to help them to get a new language. Children are usually very enthusiastic, but they can also be very frustrated and block the learning process if they feel pressed or disappointed. The teacher has to understand their mood and remember that they are beginning in both languages, even the Portuguese language they don't know well. They are ready to absorb everything, but they are very fragile and need special attention.

The reading skill has texts that were chosen to be part of the sections. They are authentic and were taken from websites with the purpose of giving opportunities for students to have a good source of communicative language and interact with the situation presented.

One of the principles of Communicative Language Teaching is that "language as it is used in a real context should be introduced whenever possible" (LARSEN-FREEMAN, 2000, p. 125). The use of appropriate language is very important. So it will help students' comprehension and it will provide contextualized input for vocabulary and grammar points.

The appropriate language will facilitate the students reading process and it is essential to enable students' comprehension. Then, they will be able to answer any questions about the proposed situation, as it was discussed by Larsen-Freeman (2000),

The reading activities should aim at giving importance to student's previous knowledge, ideas and opinions about the subject presented, responding to the content of a reading text, not only to the language, as stated by Harmer (1998).

On Grammar section, students are guided to use contextualized examples to discover form and meaning of the grammar topic. After that, they are lead to use the formulated information in a real life, then they are able to connect the words and grammar to be used in different situations in which that specific grammar topic learned before it will probably be found in a future conversation or other situations. “Since our goal is to achieve a better fit between grammar and communication, it is not helpful to think of grammar as a set of meaningless, decontextualized and static structures” (LARSEN-FREEMAN, 2001, p. 252). As discussed by the author, a three dimensional grammar framework must concern teachers: form, meaning and use, those have to be worked as a special tool that will help the students to get a better communication. This topic has to be stimulated as an important piece of a puzzle to become memorable and useful. The learning process doesn’t work without grammar.

The speaking sections were designed to develop the students’ acquisition process. It has to be comfortable, especially when someone who is working with the new language for the first time faces them.

In this communicative activity, the students play and exchange roles and reach an objective by using the language. They also have a collaborative task in which they can expose their ideas, agree or disagree with their partners, as it was mentioned by Larsen “exists when one person in an exchange knows something the other person does not” (LARSEN-FREEMAN, 2000, p. 129).

The learner has a choice of deciding what the best way to express their idea is, using the tools acquired from theme, grammar and vocabulary. They will work as “the social context of the communicative event is essential in giving meaning to utterances” (LARSENFREEMAN, 2000, p. 127.)

It’s important to show that the language has different forms and they can be used whatever they are necessary to facilitate the students’ communication, “one function can have many different linguistic forms and the emphasis is on the process of communication rather than just mastery of language forms” (LARSENFREEMAN, 2000, p. 126).

The students should be allowed to have free choice over what to say and how to say it, and it has to be respected since they get a way to communicate their ideas.

Oral practice opportunities are distributed in the units and it was developed according to the students' level and age. They can have a small conversation with classmates or pair, or answer the teachers' questions.

Speaking activities are interactive and students are able to practice vocabulary and grammar during the interaction. [...] usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays double role – both as a listener and as a speaker (Shumin, 1995, p.35).

The listening skill section was devised having authentic sources like in reading section. For Larsen-Freeman (2000): “students should be given opportunities to listen to language as it is used in authentic communication.”

The listening sections include a pre-listening activity in which students have the opportunity to discuss about the topic that will be seen on a video, sharing their own experiences with classmates and pushing themselves to practice the language.

The comprehension questions were made from the listening section and it includes information related to Reading and Grammar sections studied before. At this point the student is familiarized with some words and has more facility to find the meaning of the conversation exposed by the video.

Authentic listening material, well pronounced with paused conversation, it is the best way to teach the beginners because they do not know the pronunciation yet and they need to find a good source to develop that.

According to Field (2002), “another development has been the increased use of authentic material recording of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot however good the actors. Furthermore, authentic passages where the language where the language has not been grades to reflect the learner's level of English afford a listening experience much closer to a real-life one. It is vital that students of a language be given practice in dealing with texts where they understand only part of what is said.” (p. 244)

The writing section is the last topic to be worked. It brings genre-based activities, and gives the student the opportunity to show how much it was acquired from the entire lesson studied before.

The text type required is provided in a previous section. Then, it's allowed the student to work it the right way. According to BADGER & WHITE: "writing varies with the social context in which it is produced. So, we have a range of kinds of writing—such as sales letters, research articles, and reports—linked with different situations", (2000, p.154).

After the student had discovered the language visual aids, text organization, audience and purpose underlie the genre studied, it would be asked the students to write a sample text, according to their knowledge and personal talent.

It is important to make sure that students have already had all necessary input about genre, content, vocabulary and grammar. The student has to be free to show his knowledge because it will stimulate students to become autonomous, confident and independent learners.

The writing section gives the opportunity to the student to show how it is his learning process and gives to the teacher the opportunity to focus on his needs and to work to eliminate his difficulties.

The writing task has to be valorized by teacher. Because of that, it is a very important tool to analyze the input received by students and it helps to correct any missing part of the lesson worked before.

Each section of the lesson has the same importance, they cannot work alone, it needs to be well connected. Each of them has a perfect action observed by teacher and student.

Working on a second language teaching is a kind of job that is built by teaching and learning process at the same time. They cannot work as a part; they must work together and well connected to get the target by each part involved on the process.

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