

Universidade Federal de Minas Gerais - Faculdade de Letras

Curso de Especialização em Ensino de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS

English to intermediate students in a Communicative and Inductive way

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English to intermediate students in a Communicative and Inductive way

Trabalho apresentado ao curso de Especialização em
Ensino de Língua Inglesa da Faculdade de Letras –
UFMG como requisito parcial para a obtenção do
título de Especialista em ensino de Língua Inglesa.

Gustavo Cassemiro Freitas

Belo Horizonte

14/09/2016

*To my parents, for all the support they have given me,
always pushing me to the learning of a second language,
even when I barely had my first one.*

INDEX

Introduction.....	05
Unit 1: They Wanna Talk!.....	07
Teacher's Guide.....	14
Unit 2: The Olympics.....	17
Teacher's Guide.....	24
Rationale.....	27
Websites Consulted.....	31
References.....	33

INTRODUCTION

“If learning a language hasn’t brought you joy, you’re doing it wrong. And if it hasn’t brought you despair, you’re not far enough along yet” (Unknown)

This teaching material, *English to intermediate students in a Communicative and Inductive way*, was created as a required final paper for the conclusion of the Teaching English Specialization Course – CEI/UFMG.

It has two units, both designed to adult learners of language schools, from the *Intermediate* level of proficiency. Each unit provides a different topic and a different grammatical issue. They were created around complete authentic material and they also bring a Teacher’s Guide with orientation and answer key. Both units have the following sections:

Warm-up & Speaking time: Students are expected to be familiarized with the theme given in the whole unit. The oral production must be assessed concerning specially the message. Grammar and form does not play a big role yet.

Before you read: This section discusses the topic that will be read in the following text. Students must share their previous knowledge about this topic, even without much certainty and details about it.

Read the text below: An authentic text is given for students reading. All selected texts are easily founded on the internet. They will provide support for vocabulary and grammar work.

Vocabulary: Focused on the most difficult words of the text.

Reading Comprehension: In this section, students are expected to fully comprehend aspects provided in the text. Still more focused on the meaning than the form.

Grammar - Finding the rules: In an inductive way (more details in the following *Rationale*), students are expected to learn the use of a grammatical pattern,

and if so its variations. For the first time, the form plays a big role, as important as the meaning.

Before you Listen: An introduction to the following listening. Students are presented to words or structures related to what they are going to work with.

Listening: An authentic dialogue or speech is given for students. All selected audios are easily found on the *youtube.com*.

Listening Comprehension: Students are expected to comprehend facts reported in a short dialogue or speech. Focused on the meaning.

Going further on Grammar: Students are exposed to more complete tasks than the previous *Grammar - Finding the rules* section, to emphasize the pattern learned during the unit. New short authentic material is used, related to the topic of the whole lesson as well. This section may introduce new uses of the same grammatical pattern.

Writing & Speaking: Students are expected to build complete sentences, writing a short text showing ability to manage the grammatical pattern they have learned in a complete way (form and meaning must be assessed). Afterwards, they must speak to the whole class, ending the unit with activities of the four skills (Reading, Listening, Writing and Speaking).

Improving the Speech: This section doesn't require any production. Learners receive tips in a box.

UNIT 1

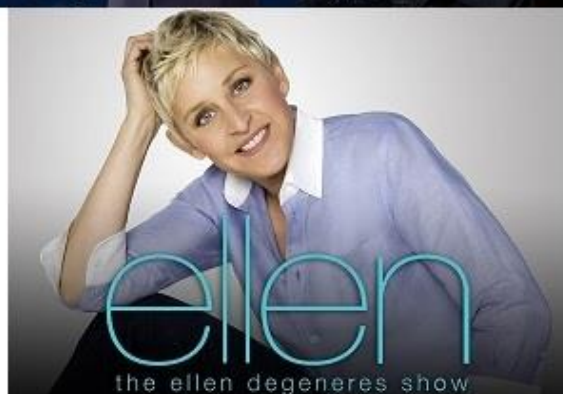
THEY WANNA TALK!

“LAUGH LOUDLY, LAUGH OFTEN,
AND MOST IMPORTANT,
LAUGH AT YOURSELF”

*Chelsea Handler,
American comedian
and TV hostess*

Warm-up & Speaking time

Look at the photos below.



1. Do you know any of these celebrities?
2. What do they have in common?

Discuss with the whole class.

Before you read

Did you know David Letterman is the longest-serving *late night talk show* host in American television history?

How do you think he is living now?

Read the text below.

POST LATE SHOW, DAVID LETTERMAN IS STRUGGLING TO USE A TELEPHONE

Letterman shares his woes from retirement.

David Letterman is having a tough time getting used to life as a civilian since he left the Late Show after decades on the job. "It's stunning what you find out about yourself when everything you've done for 33 years changes," he said in his first post-retirement interview. Letterman spoke to his hometown paper, the Indianapolis Monthly, in a conversation with a college friend, reporter Ron Pearson, about life out of the spotlight.

It appears that the transition has been a bit rough. "As it turns out, after all these years of having someone make my calls for me, I can no longer operate a telephone," said Letterman. Luckily his two assistants are staying with him for now to handle the technology. When asked about his personal grooming post-Late Show, though, Letterman was at a loss: "I don't know what to do with my hair, either. But I'll never wear makeup again, so that's no problem."

Letterman readily admitted that "regular people" probably have no pity for his woes, but claims that the struggle is real, saying that the change in lifestyle has been so drastic that "it's like ice melting out from under you." He promised that he was working to rehabilitate himself, though. "Keep me in your thoughts and prayers," he kidded.

As for Late Show trivia, Letterman revealed the two guests made him the most nervous: musician Warren Zevon and President Bill Clinton, the latter of which he realized was completely

misguided. Letterman joked, "What I learned about Bill was that you don't even need to be in the studio for that interview. He'll take care of it."

While the interview was riddled with anecdotes about requisite retirement past times like Little League, Indy Car racing, and fishing, Letterman's retirement hasn't been all fun and games, or seemingly particularly peaceful. In the interview he revealed that his mother has been in the hospital. "She had a stroke a couple of weeks ago, but she's fine," Letterman said, adding, "she's 94, for heaven's sake. If I had a stroke, I'd be hospitalized for the rest of my life. My mom has one, and she's fine."

Reference: <http://www.vanityfair.com/hollywood/2015/06/post-late-show-david-letterman-is-struggling-to-use-a-telephone>

Vocabulary

Match the words with their definitions.

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

1. Struggling

2. Woes

3. Stunning

4. Rough

5. Pity

() Big problems or troubles

() Extremely beautiful or attractive

() A feeling of sadness or sympathy for someone else's unhappiness or difficult situation

() Not even or smooth, often because of being in bad condition

() Unsuccessful but trying hard to succeed

Reading Comprehension

1. How is Letterman dealing with the changes of his new life?

2. What happened to his mother? Is she fine?

3. Decide if the following statements are True (T) or False (F) and correct eventual mistakes.

a) The interview with Pearson was one of the many Letterman did after his retirement ()

b) Musician Warren Zevon and President Bill Clinton were difficult people to be interviewed ()

Grammar - Finding the rules

<https://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-continuous>

Take a look at these sentences of the text:

David Letterman is struggling to use a telephone ()

David Letterman is having a tough time getting used to life as a civilian ()

Luckily his two assistants are staying with him ()

1. All sentences have verbs ending with the “ing” form. These verbs were used to express actions in the...

() Past () Present () Future

2. This kind of structure is used for different circumstances. Write (TS) for *temporary situations* and (SN) for *something which is new and contrasts with a previous state* in front of the three sentences above.

Before you Listen

You will hear a dialogue bringing the informal expressions “go nuts”, and “blow your mind”. Do you know their meaning? Do you remember other informal expressions? Discuss in pairs.

Listening

Now you will hear an interview of the actress *Kristen Bell*, during the *Jimmy Kimmel Live!* show.

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

Listening Comprehension

1. How do her children feel about her work?

2. How old are they?

3. According to Kimmel, why do her children act this way?

Going further on Grammar

The Present Continuous Tense is also used in situations that don't appear in the text. Take a look at the following quotes by famous people.

a) “*We are growing because we're curious and curiosity leads us down new paths*” (Walt Disney)

b) “*I am always doing that which I cannot do, in order that I may learn how to do it*” (Pablo Picasso)

c) “Even though the future seems far away, it is actually beginning right now” (Mattie Stepanek, american poet)

1. Write the correspondent letter for the sentence that was used...

- () For something that is happening at the moment of speaking;
- () To show that something is changing or developing;
- () For something which happens again and again.

Writing & Speaking

The website *gidy.com* created a post called *Top 10 Selfies in the History of the World*. Here is the number 10 and its description:



“This selfie comes courtesy of Kelly Nash, a sideline reporter for the Tampa Bay Rays of Major League Baseball. Nash is taking a pregame photo for her Instagram page when a baseball in batting practice is coming shockingly close to her head. Although the selfie looks like she is going to get obliterated by the ball, it actually ended up missing her. She didn’t know how close it was until she saw the picture afterward” (adapted)

1. Now that you are able to deal with the *Present Continuous Tense*, write a short description (around 50 words) about what you think of one of the selfies below. Share your thoughts with the whole class.



Improving the Speech

http://www.talkenglish.com/speaking/basics/speaking_basics_iii.aspx

You can sound more convincing and expressive using expressions that will improve your talk. Take a look!

THE POINT IS THAT + (subject + verb) By stating 'the point is' you are stating in your opinion the meaning about what is actually happening.

THERE IS SOMETHING WRONG WITH + (noun) You are informing someone that there is something not right or out of the ordinary.

THERE'S NO WAY + (subject + verb) There's' is a contraction of the words 'there is.' By stating 'there's no way' you are relaying a thought of doubt about an event.

TEACHER'S GUIDE

Warm-up & Speaking

At this section, students are expected to be familiarized with the theme given in the whole unit. The oral production must be assessed concerning specially the message. Grammar and structure does not play a big role yet.

Possible answers:

I see many videos of Jimmy Fallon talking with celebrities; I think I saw this woman somewhere short time ago; For me all of them are TV stars; They present American talk shows.

What about a Clue?

If the students are having trouble to produce any speech, you may incentivize them giving examples of their home country. They must speak!

Vocabulary

Answer Key: 2, 3, 5, 4, 1.

Going beyond...

Incentivize the students to ask about the words they don't know. Certainly there are more than the previous five. Try as hard as possible to explain it in English, by synonymous and the use of context. However, translation is not totally forbidden.

Reading Comprehension

Students are expected to fully comprehend aspects provided in the text. Answer Key: 1. David is having a hard time since his retirement, facing trouble to do basic stuff such as a phone call, after having people doing everything for him. Even so, he deals with this kind of situation in a good mood, kidding.

2. She had a stroke and despite of her age (94), she is OK.

3. a)F

b)T

Grammar - Finding the Rules

In an inductive way, students are expected to notice different uses of the *Present Continuous Tense*.

1. Present

2. SN, SN, TS

Listening Comprehension

Students are expected to comprehend facts reported in a short dialogue related to the topic of the unit.

Answer Key:

1. They don't care about her work as Princess Ana.

2. They are 1 and 3 years old.

3. Kimmel said that no one wants to hear your mother singing.

What about a Clue?

Students may ask you to repeat the recording. You can do it, but they must at least try to complete the activity listening just once. This way, they will do more exertion, moreover, they will perceive their progress listening it for the second time.

Going beyond...

You may repeat the most difficult words and ask them to do it in order to practice their pronunciation. In this audio, they may find difficult to

understand and pronounce words like *noodle*, *self-esteem*, *comforted* and *cuddled*.

Going Further on Grammar

Students are expected to learn new situations using the *Present Continuous Tense*.

Answer Key:

1. c, a, b.

Writing & Speaking

Students are expected to build complete sentences, showing ability to manage the grammatical topic they have just learned. Since they don't have much information to write their description, they may write shorter and simpler materials than the following original ones. Their production must be evaluated especially concerning the proper use of the Present Continuous Tense.

Fragments of the original descriptions:

"Just imagine you're at a concert, and you were lucky enough to score seats up close to one of the most popular musicians to ever walk the Earth. Then when you go to take a selfie, the singer pops right into your picture with you while performing. That's exactly what Beyonce did during a show to one lucky fan. While it was thought to be a true photobomb at first, it turned out the fan asked her to take it, but that doesn't make it less cool"

"This picture was taken by Kirill Oreshkin, a photographer that is known in his native Russia as Spider-Man for his ability to get some of the most amazing rooftop selfies in the world. Here, Oreshkin is shown standing on top of the "Top Star" without any climbing or safety gear to ensure that he doesn't fall. Oreshkin must have ice water running through his veins, because there's no way that we would try anything like that".

UNIT 2

THE OLYMPICS

“THIS ABILITY TO CONQUER ONESELF
IS NO DOUBT THE MOST PRECIOUS
OF ALL THINGS SPORTS BESTOWS”

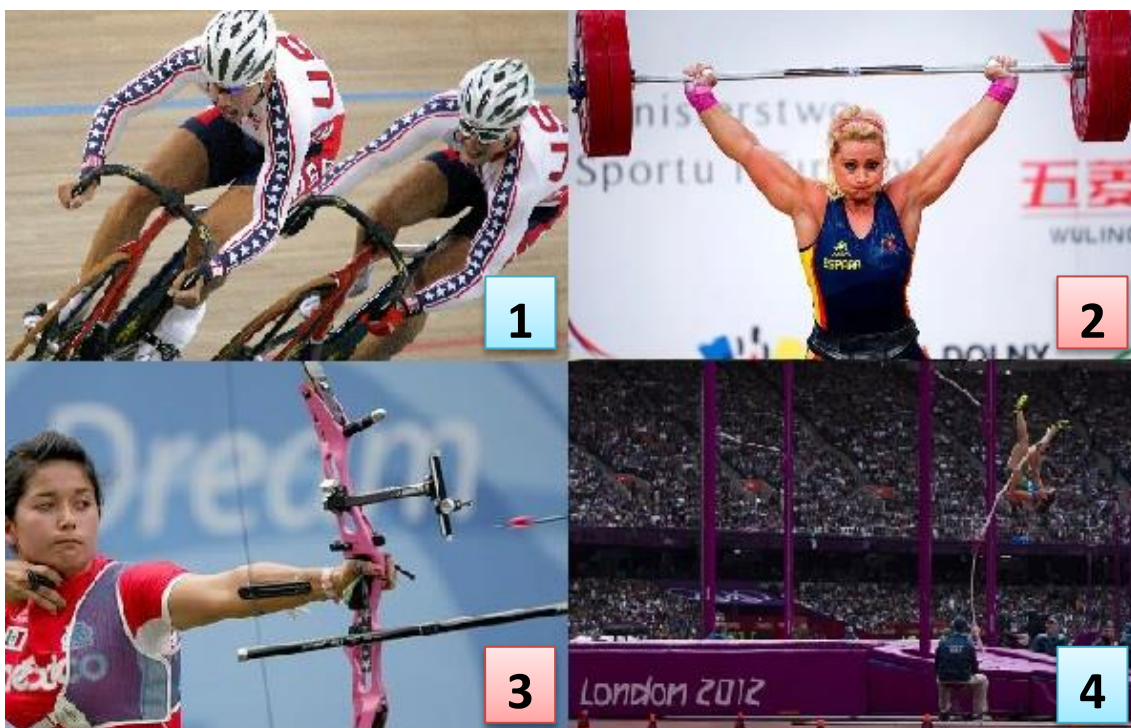
Olga Korbut, Belarusian gymnast,

four gold and two silver medalist

in 1972/76 Olympic Games

Warm-up & Speaking time

Look at the photos below.



1. Write the correspondent number for each Olympic Sport.

a) Archery ()

b) Pole Vault ()

c) Powerlifting ()

d) Track Cycling ()

2. Which of them seems the most difficult to you? Why? Discuss with the whole class.

Before you read

Do you have any idea of how the first Olympic Games were?

Which sports do you think were played?

Read the text below.

THE FIRST OLYMPICS: DO YOU KNOW YOUR ANCIENT SPORTS HISTORY?

Did you know the first Olympic Games can be traced all the way back to 776 BC? Competitive athletics have been around for hundreds (really thousands) of years. The first organized Olympic Games were held in Olympia, Greece. Athletes competed in several different sports, including Running, Jumping, Discus, Wrestling, Boxing, Pankration (mixed martial arts), Equestrian, and the Pentathlon.

All Greek males were able to participate regardless of their social class. Married women were not allowed to partake, watch, or be around the games, but single women were.

The winners of the events would receive an olive branch from a Greek judge. A red ribbon would be tied to their head and hands to signify them as the winner. The crowd would throw flowers at the victors to show their praise. At the award ceremony, their name, father's name, and their homeland would be announced to the crowds.

The games would be around for 12 centuries until 393 A.D., when Emperor Theodosius declared the events to be that of pagans, ultimately banning and discontinuing the Olympics altogether.

In 1898 the games returned, and were held in their native land of Athens, Greece. Now referred to as the modern day Olympics, the games have continued to take place up to this day. Although the games have seen many developments over time, such as the addition of many different sports and a winter games, one thing has never changed; the Olympics have always been a grand showcasing of and competition between the best athletes in the world.

Reference: <http://www.activecities.us/blog/the-first-olympics-do-you-know-your-ancient-sports-history/>

Vocabulary

Match the words with their definitions.

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

1. Regardless

2. Partake

3. Branch

4. Ribbon

5. Crowd

() A long, narrow strip of material used to tie things together or as a decoration

() One of the parts of a tree that grows out from the main trunk and has leaves, flowers, or fruit on it

() Despite; not being affected by something

() A large group of people who have come together

() To become involved with or take part in something

Reading Comprehension

1. Who was allowed to participate of the Olympic Games?

2. How long did the first phase of Olympic Games last?

3. Decide if the following statements are True (T) or False (F) and correct eventual mistakes.

a) The first country to hold the second phase of the games was the same that held it on its first phase ()

b) Sports competed in 776 BC were much different from modern olympic sports ()

Grammar - Finding the rules

Take another look at this paragraph of the text:

The winners of the events would receive an olive branch from a Greek judge. A red ribbon would be tied to their head and hands to signify them as the winner. The crowd would throw flowers at the victors to show their praise. At the award ceremony, their name, father's name, and their homeland would be announced to the crowds.

1. The word "would" is constantly used together some verbs in their basic form. This structure was applied to express actions in the...

() Past () Present () Future

2. In this paragraph, "would" suggests an action that:

() Will happen

() Has already happened

() Is happening now

() Happened frequently

Before you Listen

You will listen a female athlete talking about her career. Can you guess which of the following words will appear (✓) in her speech?

- | | |
|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Competitive | <input type="checkbox"/> Medal |
| <input type="checkbox"/> Goals | <input type="checkbox"/> Roster |
| <input type="checkbox"/> Honor | <input type="checkbox"/> Stress |
| <input type="checkbox"/> Love | <input type="checkbox"/> Teacher |

Listening

Now you will hear the female athlete talking about her career.

Link: <https://www.youtube.com/watch?v=TQ4F18rlbts>

Listening Comprehension

1. Which sport does she play?

2. In her opinion, what makes it an evolving sport?

3. How did she start to play?

Going further on Grammar

1. In pairs, take a look at the following quotes spoken by sport celebrities. Decide which of them are talking about past habits (1) and simple past (2).

"My father would say that it's never too late to do anything you wanted to do" (Michael Jordan, former basketball player)

() *“I don’t feel pressure. I spent the afternoon of Sunday, 9 July, 2006 in Berlin sleeping and playing the PlayStation. In the evening, I went out and won the World Cup”* (Andrea Pirlo, football player)

() *“I told myself before the game, ‘he’s made of skin and bones just like everyone else’. But I was wrong”* (Tarcisio Burgnich, Italian footballer who marked Pelé in the 1970 World Cup Final)

() *“I would turn into a bit of a monster on the water”* (Ben Ainslie, sailor)

2. The auxiliary “would” is also used to express desires(1), make polite requests(2) and form conditionals(3). Number each of the following examples according to these classifications.

() Would you open the window, please?

() She would like to become an actress.

() I wouldn't do that if I were you.

() I'd love to live closer to my work.

() In your position, I would refuse that offer.

Writing & Speaking

The website *babble.com* created a post called *9 THINGS I DID AS A CHILD THAT KIDS TODAY WOULD NEVER DO*. Now it's your turn! Think about one of these things and share your thoughts with the whole class.

Here is one item from the original list to show you how it works:

ROAM THE NEIGHBORHOOD

“We would get on our bikes and let the wind hit our back. We'd ride from our neighborhood to the next one. We'd travel around town to spend loose change at the nearest convenience store. You traveled as far as your legs took you. Nowadays we don't let our kids off of the block” (adapted)

Improving the Speech

www.english-at-home.com/speaking/telling-a-story; www.espressoenglish.net/linking-words-in-english-reasons-and-results

You can sound more expressive using *Linking Words* that will improve your talk. They can be used to show reason, result, contrasting information, additional information, and to summarize. Take a look!

AS A RESULT, I was late...

ALTHOUGH I had a reservation, I hadn't checked the airport name.

There was a lot of traffic that day **DUE TO** the upcoming Holiday.

IN SHORT, I had made a complete mess of the holiday.

TEACHER'S GUIDE

Warm-up & Speaking

At this section, students are expected to be familiarized with the theme given in the whole unit. The oral production must be assessed concerning specially the message. Grammar and structure does not play a big role yet.

1. a)3
- b)4
- c)2
- d)1

Possible answers: *I think the second one is the most difficult because she is doing much effort; I agree with you because I can see it in her face; I don't have courage to do anything close to what is happening in the last picture.*

Vocabulary

Answer Key: 4, 3, 1, 5, 2.

Going beyond...

Incentivize the students to ask about the words they don't know. Certainly there is more than the previous five. Try as hard as possible to explain it in English, by synonymous and the use of context. However, translation is not totally forbidden.

Reading Comprehension

Students are expected to fully comprehend aspects provided in the text.
Answer Key:

1. All Greek males were able to participate regardless of their social class. Married women were not allowed to partake, watch, or be around the games, but single women were.

2. The games would be around for 12 centuries until 393 A.D., when Emperor Theodosius declared the events to be that of pagans, ultimately banning and discontinuing the Olympics altogether.

3. a) T

b) F

Grammar - Finding the Rules

In an inductive way, students are expected to learn the use of the modal “would”.

Answer Key:

1. Past

2. Happened frequently

Listening Comprehension

Students are expected to comprehend facts reported in a short speech and also verify the stressed syllable of spoken big words.

Answer Key:

1. She plays volleyball.

2. According to her, volleyball it's changing the way that it is played, the rules change, the type of player changes, and she is constantly adjusting and modifying her game and skills, making the sport really competitive.

3. Her mother was coaching when she was growing up, and then she got at the gym, started playing and developed a love for it.

What about a Clue?

Students may ask you to repeat the recording. You can do it, but they must at least try to complete the activity listening just once. This way, they

will do more exertion, moreover, they will perceive their progress listening for the second time.

Going beyond...

Incentivize students to ask about the words they have trouble to pronounce. In this audio, they may find difficult to understand words like *constantly* and *accomplish*.

Going Further on Grammar

Students are expected to notice different forms used to talk about the past.

Answer Key:

1. 1, 2, 2, 1

2. 2, 1, 3, 1, 3

Writing & Speaking

Students are expected to build complete sentences, showing ability to manage the grammatical issue they have just learned, using it to report real experiences.

Possible answer:

When I was a little child, I would play football with my friends almost every day. In many weekends I would play from 9 in the morning to the end of the afternoon. Nowadays I feel a little bad because my kids spend too much time in front of the computer.

RATIONALE

“The capacity to learn is a gift; The ability to learn is a skill;

The willingness to learn is a choice”

(Brian Herbert)

The two units presented in *English to intermediate students in a Communicative and Inductive way* were designed following the outlook of the *Communicative Language Teaching*. Richards (2006, p. 3) lists aspects of language knowledge related to what he calls *Communicative Competence*.

Among these, knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge.

Consequently, this project was built to provide students the needed devices for the managing of their second language in a practical, convenient and meaningful way. All material used for teaching support is authentic, raising the sense of “real life” use of language during the classes.

The Teacher's Guides, at the end of each unit, incentivize teachers to try more activities than just what is already provided at the lesson. Moreover, they may adapt some of them according the weaknesses of learners and their level of self-confidence, since, as mentioned above, the *Communicative Competence* is the main focus of this work.

The Unit 1, called *They wanna talk!*, was all developed around the topic “Talk Shows”, a very popular television programming genre in which one person debates diverse themes guided by a talk show host. An authentic text (*Post late show, David Letterman is struggling to use a telephone*), from a website of news, displays material for learners' work of the Present Continuous Tense.

This topic was chosen due to its easiness and welfare sense, helping students to transit in the unit peacefully, even during the most difficult sections. Cook (2000), mentioned by Hodson (2008, p. 670) “describes humour as a part of the phenomenon of language play that is fundamental in human thought and culture, and argues that it can and should take its place in language teaching and learning”. The author also points the advantages of classes filled with humorous language:

Teachers wanting to make full use of the potential benefits of authentic media materials in language classes, as well as more advanced learners aiming to develop their own L2 media literacy, need to be aware of the challenges that humorous language like this presents, as well as the opportunity that it provides for students to produce idiomatic and creative language themselves (Hodson, 2008, p. 670)

The Unit 2, *The Olympics*, has the same approach, structure and sections. In addition to the topic, the grammatical issue changes as well. The text called *The first Olympics: do you know your ancient sports history?* helps learners dealing with the use of the modal verb “would”.

The unit’s theme was selected considering the significance of the Modern Olympic Games, one of the biggest events in all over the world, with more than 200 countries taking part.

In 2016, The Olympics are taking place in Brazil and the proximity of the topic was also considered during its choice, since the games decidedly have a social and economic influence on host cities and nations. This impact may incentivize and increase learners’ concern about the chosen topic:

We have seen that the social purpose, for example, influences the choice of genre and the stages it passes through. Our grammatical choices are also influenced by the context of the immediate situation-in particular, ‘what the text is about’ (the field), ‘who is interacting with whom’ (the tenor), and ‘what role language is playing’ (the mode). Together these variables form the register of the text (Derewianka, 2003, p. 140)

In addition to authentic texts, both units provide authentic speech and conversation for the Listening section. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes".

Unit 1, *They Wanna Talk!*, displays a fragment of an interview of the actress Kristen Bell, during the *Jimmy Kimmel Live!* show. On the other hand, Unit 2, *The Olympics*, brings Alisha Glass, a volleyball player, talking about her career in an advertisement.

According to Mousavi (2012, p. 22) "Empirical studies have confirmed positive results obtained by listeners who are given opportunities to interact with authentic oral texts (Porter & Roberts, 1981). On the elementary-school level, Duquette et al, (1989) reported that children using authentic texts improved linguistically".

Grammar

In recent years, inductive approach of grammar has been an issue of discussion. Traditionally, grammar has been provided out of context in many opportunities, through activities with much repetition, fill the blank exercises, etc. This way, learners are particularly expected to handle formal language successfully.

On the other hand, this kind of strategy, much seen in many books, may sabotage students during the process of communication itself - generally the main purpose of learning a second language – specially considering the variety of discursal contexts this "grammar knowledge" may occur.

On account of this scenario, comes up the Inductive Grammar Teaching, according to Thornbury (1999, p. 49) a "rule-discovery path", an approach in which "without having met the rule, the learner studies example and from these examples derives an understanding of the rule".

The grammar sections of *English to intermediate students in a Communicative and Inductive way* were both designed following the inductive approach. This option was chosen aiming the advantages of this approach, some of them largely debated by language researchers:

This inductive approach actively involves students in their grammar learning process, because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them. [...] This inductive approach helps students to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent with their intuition or grammatical judgments about the sentence wellformedness and sentence structure (KE, 2008, p. 10)

In the Unit 1, students are expected to notice different uses of the *Present Continuous Tense*. On the other hand, in the Unit 2, they must perceive the use of the modal “would”. Both units provide the section *Going Further on Grammar*, since the complexity of some patterns may be not fully achieved by the first grammatical section, called *Grammar - Finding the Rule*.

There is another benefit of two separated and nonlinear grammar sections. This way, learners have the chance to vary the kind of exercises they are doing, decreasing their level of stress and tiredness. They also are expected to observe the language’s richness, understanding that they may deal with different uses and variations.

Finally, last but not least, teachers pretending to use the units of *English to intermediate students in a Communicative and Inductive way* must have in mind the particularities and challenges that adult education of ESL may demand. Grown-up people require particular strategies, since their motivation and background are different from children and teenagers as well.

Graham & Walsh (1996, p. 3) point some major distinctions between this kind of learners, like Life Experience (“Adults bring to the classroom setting a lifetime of experience that should be mutually shared. Sharing experiences makes the content of the class practical and relevant to daily living”) and Motivation (“Adult students for the most part are highly motivated. They attend class of their own free choice”).

Even following established theories, *English to intermediate students in a Communicative and Inductive way* does not ignore language’s complexity and constant changes. This work was created for academic purposes, and it is not authorized to be employed for lucrative aims. Beyond that, this piece can just be applied in classes by other teachers with the previous permission of the author.

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