



**UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG**

**Faculdade de Letras – FALE**

**Curso de Especialização em Ensino de Inglês – CEI**

Units for teaching English

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**BELO HORIZONTE**

**Setembro/2018**

**UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG**  
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**A critical and communicative view of English learning**

Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista.

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**Aristeo Pimenta D’Aquino**

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# Introduction

*We are designed to walk ... That we are taught to walk is impossible. And pretty much the same is true of language. Nobody is taught language. In fact, you can't prevent the child from learning it.*

Noam Chomsky, The Human Language Series 2 (1994).

This work was developed with the purpose of teaching English language, having as target audience, adult learners at the upper-intermediate level, in the first unit, and adult learners at the intermediate level in the second. In both units, there is a concern to integrate all necessary skills required in this learning process – listening, speaking, reading, and writing- which are addressed by exploring authentic materials that reproduce everyday situations, enabling students to learn in a dynamic and natural way.

Regarding the communicative approach theory, which is one of the bases of this work, the students talk about personal experiences with their colleagues, while the tutor, outside of the realm of traditional grammar, teaches the topic in order to promote language skills in all sorts of situations. This method is also important to encourage learners to include their personal experiences into their English learning environment, and to focus on the learning experience in addition to the learning of the target language.

It is important that each theme chosen for each unit is something of great relevance in the students' life, so two significant and current themes were chosen aiming to arouse students' interest and consequently, their engagement in this process.

The first topic addressed in this work is about the environmental issue, one of the greatest concerns of our times, followed by another important topic, our eating habits, addressed in the second unit.

In recent decades, many environmental problems have increased and the question is whether they are a result of human activities and unplanned management of the technological development that interfere with ecosystems or they are only consequences of a natural and unavoidable process. Anyway, a dispute between the importance of preservation of these ecosystems and the necessity of satisfying human desire by somehow sacrificing the

environment has increased across the world. Most of prestigious scientists do believe that several human activities have caused many undesirable effects - which can be threatening human health, economy, and natural resources - as pollutions, greenhouse effect, global warming and soil erosion, which make evident the need to give the due attention to the environmental issue.

Another important issue that has been increasingly considered these days is about people's lifestyle. Of course, taking care of our planet's health, as mentioned before, is important, however, so important is to take care of our own health, which, like nature, can be seriously polluted and poisoned by ourselves. There are important and permanent benefits in improving the way we live to ensure we live a healthy and long life. The benefits of a healthy lifestyle can be divided into two parts: the benefits of an active lifestyle, and eating well.

To conclude, it is also important to point out that all the tasks have been designed to create and develop critical thinking amongst the students once English learning has constantly changed the way it is perceived. Now, teaching English is not merely teaching a second language, but also teaching effective and independent communication.

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## Unit 1

# Global warming: myth or fact?

## Warm up

### 1.1 Read the two headlines below:



The screenshot shows a webpage with a meme on the left and a definition of 'hoax' on the right. The meme features a photo of a man in a suit with the text 'TOP 10 REASONS CLIMATE CHANGE IS A HOAX!' overlaid. Above the photo is a small banner that says 'CLIMATE CHANGE IS A HOAX!'. To the right of the meme is a text box with the definition: 'Hoax is a trick or something else that is intended to deceive someone.' Below the meme, there is a byline 'By Elmer Beaugard' and a short paragraph: 'The Senate voted this week on whether Climate Change is real or a hoax, I think it's a hoax and here's why.'






The screenshot shows the homepage of the Union of Concerned Scientists. The header includes the organization's name, 'Science for a Healthy Planet and Safer World', and navigation links: 'Our Work | About | Take Action | Subscribe | Donate'. The main headline reads: 'Scientists Agree: Global Warming is Happening and Humans are the Primary Cause'. Below the headline is a 'Contents' section with three bullet points: 'Widespread scientific consensus >', 'Consensus and scientific uncertainty >', and 'Consensus worldwide >'. To the right of the headline are social media sharing icons for Facebook, Twitter, Google+, and Email. Below the sharing icons is a 'RELATED CONTENT' section with a link to 'The Science Connecting Extreme Weather to Climate Change (2018)'. At the bottom right, there is a 'FROM OUR BLOGS' section with a link to 'Will Chevron Show Leadership in Climate Solutions? Not...'


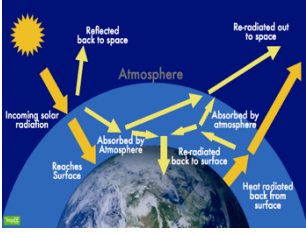

Source: <https://www.ucsusa.org>

- ✓ Where were these headlines extracted from?
- ✓ Do these headlines have the same point of view?
- ✓ Have you ever read anything about it? What's your opinion?

**1.2 Take a look at the pictures below and complete with the words given:**

Greenhouse effect – fossil fuels – desertification – biodegradable – deforestation – carbon footprint

 <p><a href="https://www.conserve-energy-future.com">https://www.conserve-energy-future.com</a></p>	 <p><a href="https://www.livescience.com">https://www.livescience.com</a></p>	 <p><a href="http://www.freepressjournal.in">http://www.freepressjournal.in</a></p>

 <p><a href="https://desertification.wordpress.com">https://desertification.wordpress.com</a></p>	 <p><a href="http://listotop.com">http://listotop.com</a></p>	 <p><a href="https://www.mashed.com/">https://www.mashed.com/</a></p>

## Reading

### Pre-reading

**Do you know what “Global Warming” is? In pairs, tell your partner what you know about the topic.**

#### 1.3 In pairs, match the words with their meanings

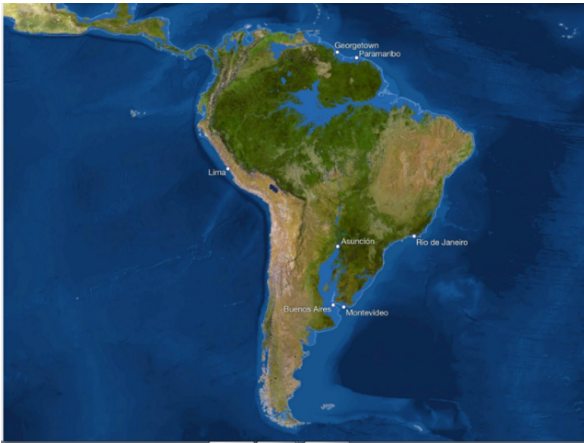
1. Basin	( ) Something that is extremely large and often extremely powerful
2. Cluster	( ) Of, related to, or denoting the second epoch of the tertiary period, between the Paleocene and Oligocene epochs
3. Inlets	( ) A natural depression on the earth's surface typically containing water
4. Behemoth	( ) A small arm of the sea, a lake, or a river
5. Eocene	( ) The hard area of rock in the ground that holds up the loose soil above
6. Bedrock	( ) A group of similar things that are close together, sometimes surrounding something



**1.4 Read the article below and write the continents that each paragraph refers to: EUROPE, ASIA, AUSTRALIA, SOUTH AMERICA, NORTH AMERICA, ANTARCTICA, AFRICA**

## National Geographic Magazine

### What the World Would Look Like if All the Ice Melted



**This story appears in the September 2013 issue of National Geographic magazine**

If we keep burning fossil fuels indefinitely, global warming will eventually melt all the ice at the poles and on mountaintops, raising sea level by 216 feet.

There are more than five million cubic miles of ice on Earth, and some scientists say it would take

more than 5,000 years to melt it all. If we continue adding carbon to the atmosphere, we'll very likely create an ice-free planet, with an average temperature of perhaps 80 degrees Fahrenheit instead of the current 58.

Adapted from: <https://www.nationalgeographic.com/magazine/2013/09/rising-seas-ice-melt-new-shoreline-maps/>

1 - \_\_\_\_\_

The entire Atlantic seaboard would vanish, along with Florida and the Gulf Coast. In California, San Francisco's hills would become a cluster of islands and the Central Valley a giant bay. The Gulf of California would stretch north past the latitude of San Diego.

2 - \_\_\_\_\_

The Amazon Basin in the north and the Paraguay River Basin in the south would become Atlantic inlets, wiping out Buenos Aires, coastal Uruguay, and most of Paraguay. Mountainous stretches would survive along the Caribbean coast and in Central America.

3 - \_\_\_\_\_

Compared with other continents, Africa would lose less of its land to the ultimate sea-level catastrophe, but Earth's rising heat might make much of it uninhabitable. In Egypt, Alexandria and Cairo will be swamped by the intruding Mediterranean.

4 - \_\_\_\_\_

London? A memory. Venice? Reclaimed by the Adriatic Sea. Thousands of years from now, in this catastrophic scenario, the Netherlands will have long since surrendered to the sea, and most of Denmark will be gone too. Meanwhile, the Mediterranean's expanding waters will also have swelled the Black and Caspian Seas.

5 - \_\_\_\_\_

Land now inhabited by 600 million Chinese would flood, as would all of Bangladesh, population 160 million, and much of coastal India. The inundation of the Mekong Delta would leave Cambodia's Cardamom Mountains stranded as an island.

6 - \_\_\_\_\_

Predominantly desert, the continent would gain a new inland sea—but it would lose much of the narrow coastal strip where four out of five Australians now live.

7 - \_\_\_\_\_

East Antarctica: The East Antarctica ice sheet is so large—it contains four-fifths of all the ice on Earth—that it might seem unmeltable. It survived earlier warm periods intact. Lately it seems to be thickening slightly—because of global warming. The warmer atmosphere holds more water vapor, which falls as snow on East Antarctica. But even this behemoth is unlikely to survive a return to an Eocene Climate.

West Antarctica: Like the Greenland ice sheet, the West Antarctic one was apparently much smaller during earlier warm periods. It's vulnerable because most of it sits on bedrock that's below sea level. The warming ocean is melting the floating ice sheet itself from below, causing it to collapse. Since 1992 it has averaged a net loss of 65 million metric tons of ice a year.

**1.5 Now, classify the statements below as T (true) or F (false). After that, correct the false ones:**

a) 80 degrees Fahrenheit is the current average temperature of the planet (      )

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b) Several areas of South America would be affected by the ice melting (      )

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c) Only a little part of Denmark would be impacted by the phenomenon (       )

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d) The majority of Australians live by its coast (       )

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e) The cooler the atmosphere, the more water vapor it holds (       )

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## Post-reading

**1.6 Read the two first paragraphs again. Then, in groups, discuss the questions below:**

- a) What are the two attitudes that can impact on global warming?
- b) What can be done to minimize these problems?

## Talking about unlikely predictions

**1.7 Take a look at this extract from the article:**

The entire Atlantic seaboard **would** vanish, along with Florida and the Gulf Coast.

**Now, answer the questions below:**

- a) The extract describes a prediction. Which word gives this idea?

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b) Go back to the text and find some other predictions made by the author.

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**1.8 In pairs, complete the summary below using the words given:**

**future – would – predictions**

We use \_\_\_\_\_ to express more unlikely \_\_\_\_\_ in the \_\_\_\_\_.

**Subject + would + verb (infinitive)**

See another example:

(...) Africa **would** lose less of its land to the ultimate sea-level catastrophe.

**1.9 Take a look at the excerpts from the text below and choose the correct form of would:**

- a. The entire Atlantic seaboard (**would vanish/would to vanish**), along with Florida and the Gulf Coast. In California, San Francisco's hills (**would become/would becoming**) a **cluster** of islands and the Central Valley a giant bay. The Gulf of California (**would stretches/would stretch**) north past the latitude of San Diego.
- b. The Amazon **Basin** in the north and the Paraguay River Basin in the south (**would become/would have become**) Atlantic **inlets**, wiping out Buenos Aires, coastal Uruguay,

and most of Paraguay. Mountainous stretches (**would striving/would survive**) along the Caribbean coast and in Central America.

**1.10 Write two other possible consequences of global warming in your country:**

The temperature would \_\_\_\_\_

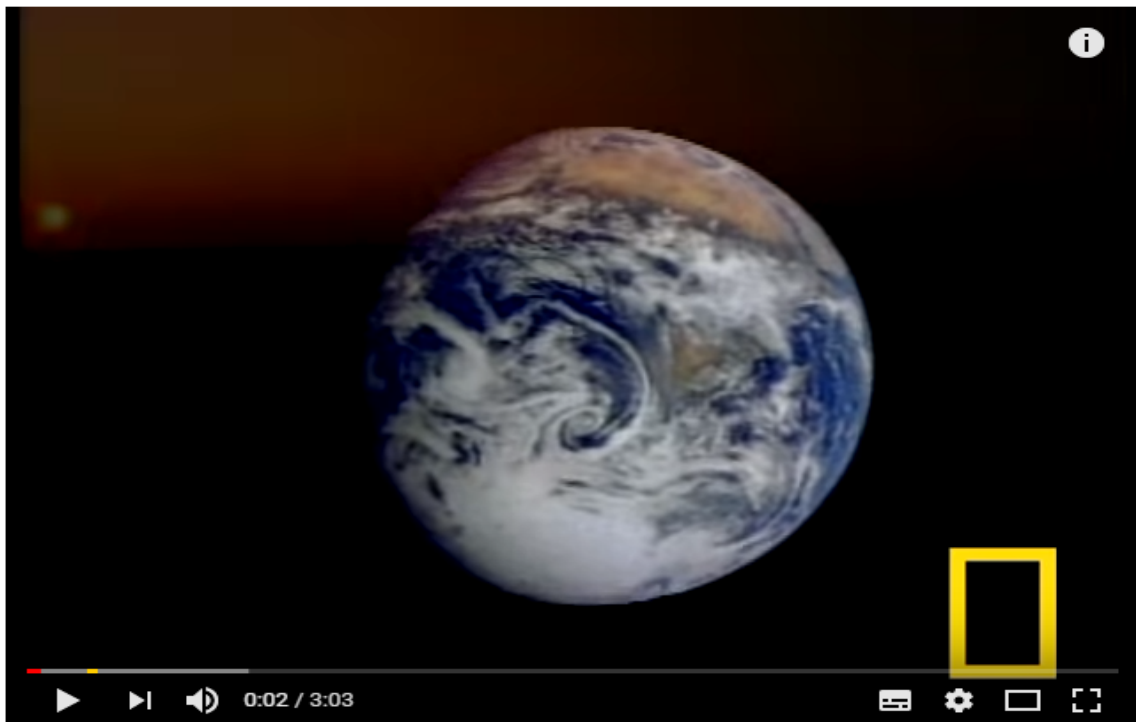
The fauna would \_\_\_\_\_

The flora would \_\_\_\_\_

## Listening

### Pre-listening

**1.11 You are going to listen to a short documentary about global warming. In pairs, come up with some words that might appear on it:**



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

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## While-listening - Listen for details

### 1.12 Watch the documentary and complete the missing parts with numbers:

- a) (...) the planet's temperature has risen unusually fast, about \_\_\_\_\_ to \_\_\_\_\_ degrees Fahrenheit.
- b) Scientists report that \_\_\_\_\_ was the warmest year in measured history.
- c) According to NASA studies, the extent of Arctic sea ice has declined about \_\_\_\_\_ in the last thirty years.

## Listening comprehension

### 1.13 What happened to the temperature of the earth in the last century?

- a. The temperature of the earth fell unusually fast.
- b. The temperature of the earth did not change.
- c. The temperature of the earth rose unusually fast.
- d. The temperature of the earth rose slowly.

### 1.14 What is the possible link between the global warming and some human activities?

- a. According to scientists, ever since industrial revolution human activity is driving the temperatures up.
- b. According to scientists, there's no link between human activity and global warming.

- c. According to scientists, human activity interferes with global warming but without major consequences to the planet.
- d. According to scientists, ever since the discovery of America, human activity is driving the temperatures up.

**1.15 According to what has been shown in the video, what big changes can occur to our environment?**

- a. The level of the oceans would decrease; millions of people would lose their sources of income linked to products from the sea.
- b. With the cooling of the planet, we would face a new ice age; many tropical forests would disappear.
- c. Weather patterns could change making hurricanes more frequent; severe droughts could become more common and species unable to adapt to the changing conditions would face extinction.
- d. The planet's magnetic field would reverse; the human being would disappear in a short time.

**1.16 According to the video, what can each of us do to try to lessen the problem of global warming?**

- a. Nothing, human activity has nothing to do with global warming.
- b. Consumers can help by saving energy around the house switching fluorescent light bulbs and driving fewer miles in the car each week.
- c. People should be encouraged to move to the countryside, reducing pollution in large cities.
- d. There should be a global birth control, decreasing the global population and consequently consumption and pollution.

**1.17 In groups, discuss what's the best strategy to deal with the issue of global warming. Share your arguments with the whole class.**

- ✓ Investment in renewable sources of energy;
- ✓ Campaigns to raise awareness on this issue;
- ✓ Use of recycling, reuse and reduce.

## Post-listening

- a) What do you think is the role of human activities on global warming?
- b) What can be done to minimize the problem?

## Pronunciation

### 1.18 Look at the words below taken from the listening activity

#### *Earth x With*

Do you think that these words have the same sound?

Pronunciation note: The sound of “th” in English is not always the same.

- ✓ The “th” in south is represented by the symbol  $\Theta$  as in **think**, **thing** and **thousand**.
- ✓ The “th” in with is represented by the symbol  $\delta$  as in **that**, **there**, **though**.

### 1.19 Listen to the words below from the listening activity and mark if the “th” sound in them belong to $\Theta$ or $\delta$ .

WORDS	$\Theta$	$\delta$
THESE		
EARTH		
THROUGH		
WITH		
THOUSAND		
THE		



## Speaking

**1.20 In pairs, take a look at the chart below with some possible consequences of the global warming.**

If...
Drinkable water became scarce
Today were the last day of his/her life
Forests were devastated
Temperature went up 2° C

**Then, take turns asking questions about them to each other:**

**Example:**

**Possibility: Drinkable water became scarce**

**Student A:** If drinkable water became scarce, what would you do?

**Student B:** I would reduce my shower time. What about you?

**Student A:** I would stop washing my car with so much water.

## Writing

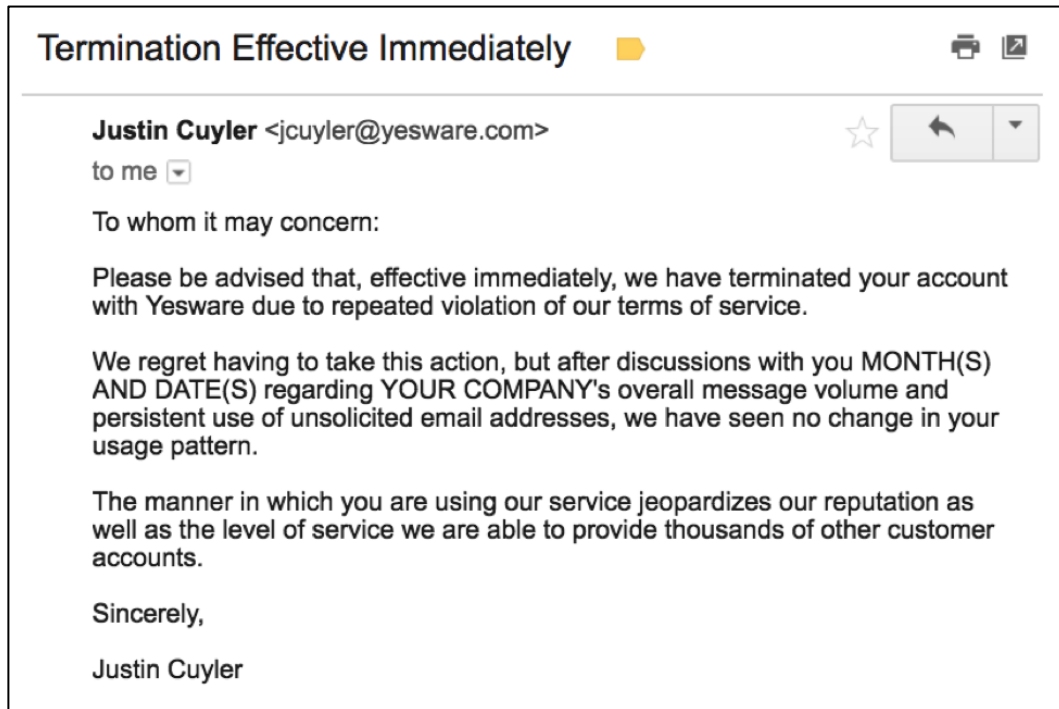
**Discuss the following questions with your partner:**

- ✓ How often do you send e-mails?
- ✓ Do you receive many e-mails a day?
- ✓ Have you ever written an e-mail in English?

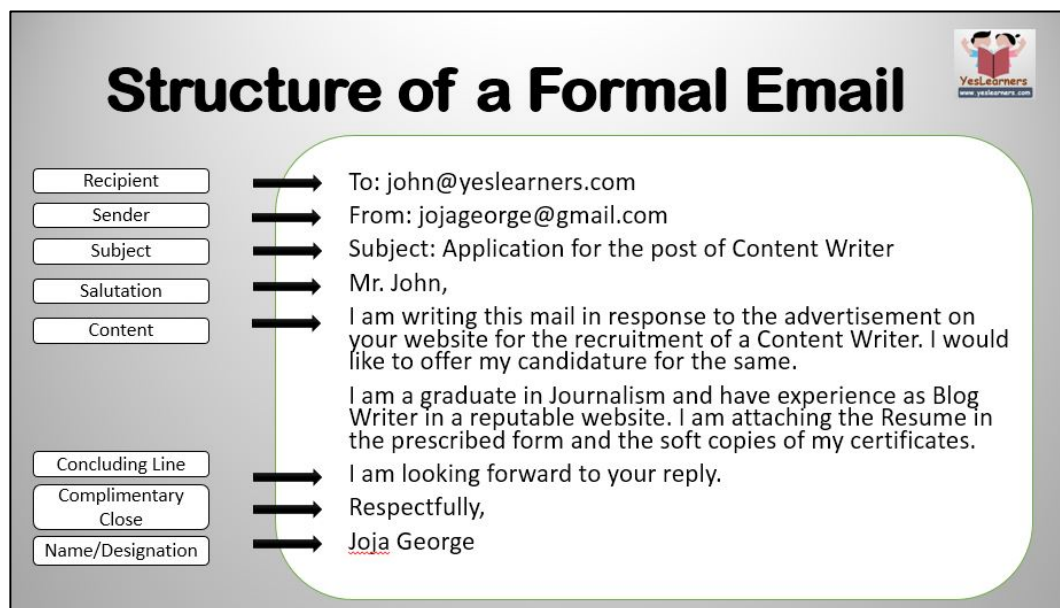
**E-mail** (electronic mail) is the exchange of computer-stored messages by telecommunication. E-mail was one of the first uses of the Internet and is still the most popular use. A large percentage of the total traffic over the Internet is e-mail. E-mail can also be exchanged between online service provider users and in networks other than the Internet, both public and private.

Source: <https://whatis.techtarget.com/definition/e-mail-electronic-mail-or-email>

See an example of a formal e-mail:



These are the basic elements of a formal e-mail:



Source: <https://lifestylistadvisory.info/30-formal-email-structure-suitable/formal-email-structure-dd-relevant-likewise-the-below-sample-will-give-you-an-insight-towards-various-components-of-a-e-mail/>

**1.21 Imagine that you live in a small town and you have realized that some people are throwing trash in an area that is preserved by owning a spring. You have already complained to the city hall and nothing has been done. Then you will write a formal e-mail to the government of your state complaining about the situation.**



Source: <http://activisionary.org.uk/events/litter-relief>

**SOME USEFUL EXPRESSIONS TO HELP STUDENTS**

**I'm sorry to say this but...**

**I have a complain to make...**

**I'm angry about...**

**There seems to be a problem with...**

**I do wish you could...**

**I look forward to receiving your explanation...**

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## Unit 2

## Healthy lifestyle

1 - Greek salad	2 - Big Mac
 <p><a href="https://www.nutritionix.com/food/greek-salad">https://www.nutritionix.com/food/greek-salad</a></p>	 <p><a href="https://www.mcdonalds.com/us/en-us/about-our-food/nutrition-calculator.html">https://www.mcdonalds.com/us/en-us/about-our-food/nutrition-calculator.html</a></p>
<ul style="list-style-type: none"> <li>✓ Main ingredients: tomatoes, onions, peppers, olives, cheese, oregano.</li> <li>✓ 100 g / 100 calories</li> <li>✓ \$7.79</li> </ul>	<ul style="list-style-type: none"> <li>✓ Main ingredients: bread, cheddar, beef burger, onion, pickles, special sauce</li> <li>✓ 100 g / 257 calories</li> <li>✓ \$3.57</li> </ul>

**2.1 In pairs, take a look at the pictures and the information above, then number the adjectives with the corresponding dishes.**

- ( ) delicious
- ( ) caloric
- ( ) light
- ( ) appealing
- ( ) fatty
- ( ) cheap
- ( ) nutritive
- ( ) heavy
- ( ) expensive

## 2.2 In pairs, answer the questions below:

- a) How often do you eat fast food?
- b) Do you worry about having a healthy diet?
- c) Is your family concerned about your diet?
- d) What do you usually eat at school?

## Reading

### Pre-reading

2.3 In pairs, read the first paragraph of the text and try to predict the subject of it.

### While-reading

2.4 Read the text and complete the gaps with the words below:

unhealthy - sugar - obesity - salt - children

## Habit of snacking



Snacks can be classified as foods that are eaten between meals or consumed as light meals and can be either healthy or unhealthy. Healthy snacks, such as fruits, vegetables and plain water, contribute to healthy eating and contain no saturated fat or artificial flavors.

However, snacks such as chips and sweets contain an excess of ingredients, such as \_\_\_\_\_ and \_\_\_\_\_ that can lead to \_\_\_\_\_. Moreover, several studies have indicated that the consumption of \_\_\_\_\_ snacks is one of the main contributors to being overweight (de Graaf, 2006). It was found that 73.3% of students have the habit of snacking, and 86.5% of students responded that the snacks they consumed were taken from their homes. This finding means that parents play an important role in determining the types of snacks that their \_\_\_\_\_ are eating. Parents should set an example for their children and differentiate between healthy and unhealthy food. This conclusion is further supported by Noraziah & Mohd Azlan (2012) who stated that families who are poor role models influence the perception of the types of food that their children eat.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5126617/>

## 2.5 Answer true (T) or false (F) for the sentences below, according to the text:

- ( ) Snacks are foods usually eaten between meals or consumed as light meals.
- ( ) Snacks are generally enjoyed by many people although never being healthy.
- ( ) Some snacks like fruits and vegetables can lead to obesity.
- ( ) Snacks that contain an excess of ingredients such as salt and sugar can contribute to healthy eating.
- ( ) According to deGraaf (2006) several studies had indicated that the consumption of unhealthy snacks contributes to being overweight.
- ( ) In a study it was found that more than 70 percent of students have the habit of snacking.
- ( ) According to this same study, more than 80 percent of students who consume snacks take it from their homes.
- ( ) According to the text, there is nothing that parents can do to improve their children eating habits.

## Post-reading

### 2.6 Discuss the questions below with a partner:

- a) Is your diet too different from the ideal?
- b) What foods should you introduce in your diet?
- c) What kind of foods that you think it is impossible to live without?

## Grammar

### 2.7 Changing the focus of an action with passive voice

See the sentences 1 and 2, extracted from the text:

a) (...) **several studies** have indicated that the consumption of unhealthy snacks is one of the main contributors to being overweight.

In the sentence 1, what action is related to “several studies”

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b) **Snacks** can be classified as foods that are eaten between meals or consumed as light meals and can be either healthy or unhealthy.

In sentence 2, who classified snacks “as foods that are eaten...”?

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In sentence 1, the focus is on **who/what did the action**.

In sentence 2, the focus is on **who/what suffered the action**.

### 2.8 Go over the sentences below and mark whether the focus is on who/what did the action (D) or on who/what suffered the action (S)

- ( ) **Snacks** can be classified as foods that are eaten between meals (...)
- ( ) **Healthy snacks**, (...), contribute to healthy eating and contain no saturated fat or artificial flavors.
- ( ) (...) **several studies** have indicated that the consumption of \_\_\_\_\_ snacks is one of the main contributors to being overweight.
- ( ) **It** was found that 73.3% of students have the habit of snacking (...)
- ( ) **This finding** means that parents play an important role in determining the types of snacks (...)
- ( ) **This conclusion** is further supported by Noraziah & Mohd Azlan

**Attention: In order to change a sentence from active to passive voice, the verb BE should be added in the same verb tense.**

## Listening

### Pre-listening

- ✓ How often do you do physical exercises?
- ✓ Do you enjoy it?
- ✓ What activities should people do in order to lose weight?

### While-listening

**2.9 You are going to watch a video that presents some benefits of regular exercises. Listen to it and take notes of what you hear:**



Source: <https://www.youtube.com/watch?v=-mW55jAeBOE>

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## 2.10 Classify the pieces of information below as false (F) or true (T):

- ( ) Exercises are important to reduce the chance of some diseases.
- ( ) Fractures and injuries can be cured after physical exercises.
- ( ) There is no connection between weight loss and prevention of health problems.
- ( ) Exercises eliminate the chance of having cancer.
- ( ) The benefits of exercises are not only related to the body but also to people's minds.
- ( ) Practicing exercises is often expensive and inaccessible.

## Post-listening

- ✓ What is your favourite physical activity?
- ✓ Why do you like it?
- ✓ Does it make you feel better?

## Speaking

### Read what these people are saying:

*Pete: I'm working too much and always have a headache.*



<https://www.cochrane.org>

*Clara: I'm too sedentarian and don't have time to exercise.*



<https://www.express.co.uk>

*John: I'm drinking too much coffee and often getting stressed out.*



<https://veja.abril.com.br>

**Take a break and start physical activities – go running at least three times a week – drinking tea instead of coffee.**

## 2.11 Now, follow the model below and take turns asking questions to your partner.

- a) What's wrong with Pete?
- b) He's working too much and always has a headache.
- a) What can be done?
- b) He can take a break and start physical activities.

## Writing

**Do you know the basic differences between a vegan and a vegetarian? People are not always able to spot their differences.**



Source: <https://keydifferences.com/difference-between-vegan-and-vegetarian.html>

**2.12 In pairs, talk to your partner about these differences and take notes about what you think are the pros and cons of being vegan or vegetarian.**

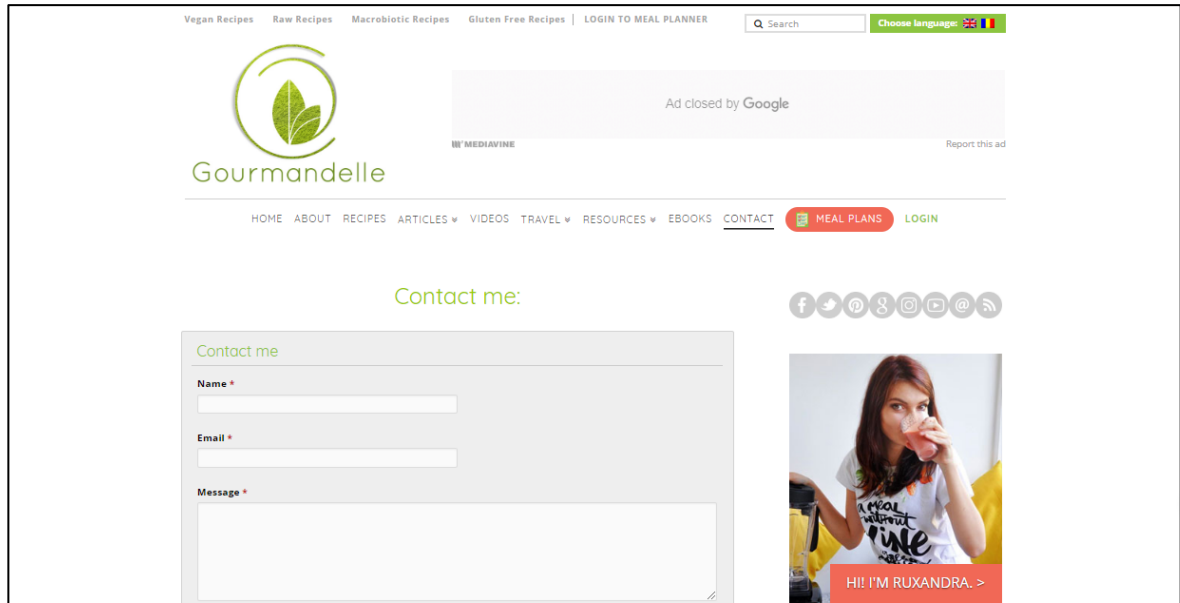
PROS	CONS
-	-
-	-
-	-

**Do you usually read blogs?**

**What kind of information do you look for?**

**Have you ever read any blog about food and nutrition?**

This is a blog from a girl called Ruxandra, who decided to stop eating meat and became vegetarian. She is now a reference for those who want to know a bit more about vegetarianism.



Source: <https://gourmandelle.com>

**2.13 Imagine you have read a post on her blog about vegetarianism but you still have some doubts about possible bad effects of it. Send her a message asking what the difficulties of becoming**

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## Curiosity – Battle of calories

A bagel is a bread product originating in the Jewish communities of Poland. It is traditionally shaped by hand into the form of a ring from wheat dough, hand-sized, that is first boiled for a short time in water and then baked.



Source: <https://recipes.howstuffworks.com/45-common-foods-and-the-number-of-calories-they-contain.htm>

In your opinion, what contains more calories a 100-g bagel and four Argentinian apples? Share your opinion with your friends.

# Teachers Guide

## Unit 1: Global warming: myth or fact?

**Aim of the lesson:** In this unit students will talk about global warming and other environment issues in a critical way.

**Vocabulary:** Words that describe climate change:

**Grammar:** Unlikely predictions with would

### Skills

**Reading:** “What the world would look like if all ice melted”

**Listening video:** “Global Warming 101” **Speaking:** What people would do if...

**Writing:** Formal e-mail

**Speaking:** What people would do if...

**Writing:** Formal e-mail

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## Unit 1

### Global warming: myth or fact?

#### 1.1

- Ask the students where these pictures were extracted from. (Answer: web pages)
- Explain what a hoax is.
- Ask the students to read the headlines in silence.
- Clarify to your students that these headlines support different opinions about global warming.
- Encourage them to share what they know about the topic.

Go over the vocabulary.

Ask students to repeat the words.

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Allow them some time to fill in the gaps.

**1.2**

Key

1. Carbon footprint
2. Deforestation
3. Fossil fuels
4. Desertification
5. Greenhouse effect
6. Biodegradable

**Reading**

**Pre-reading**

Ask students what they know about global warming. Make sure they can give complete sentences.

**Vocabulary**

Go over the words.

Ask for choral repetition.

Allow some time for students to do the exercise.

**1.3**

Key:

<ol style="list-style-type: none"> <li>1. Basin</li> <li>2. Cluster</li> <li>3. Inlets</li> <li>4. Behemoth</li> <li>5. Eocene</li> <li>6. Bedrock</li> </ol>	<p>(4) Something that is extremely large and often extremely powerful</p> <p>(5) Of, related to, or denoting the second epoch of the tertiary period, between the Paleocene and Oligocene epochs</p> <p>(1) A natural depression on the earth`s surface typically containing water</p> <p>(3) A small arm of the sea, a lake, or a river</p> <p>(6) The hard area of rock in the ground the holds up the loose soil above</p> <p>(2) A group of similar things that are close together, sometimes surrounding something</p>
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### While-reading

- Write the names of the continents on the board.
- Point out that the text mentions the possible consequences of global warming in the continents.
- Ask students to read the text and complete the gaps with the name of continents which they refer to.

### Comprehension activities

- To check students' comprehension, ask them to classify the sentences as true or false.
- If you have extra time, ask students to correct the false ones.

#### 1.4

##### Key

1. North America
2. South America
3. Africa
4. Europe
5. Asia
6. Australia
7. Antarctica

#### 1.5

##### Key:

- a) (F) 80 degrees Fahrenheit is the current average temperature of the planet  
*Correction: 58 degrees Fahrenheit is the current average temperature of the planet.*
- b) (T) Several areas of South America would be affected by the ice melting.
- c) (F) Only a little part of Denmark would be impacted by the phenomenon.  
*Correction: Most of Denmark would be impacted by the phenomenon.*
- d) (T) The majority of Australians live by its coast
- e) (F) The cooler the atmosphere, the more water vapor it holds  
*Correction: The warmer the atmosphere, the more vapor it holds.*

## Post-reading

- Ask students to go back to the text and read the first two paragraphs.
- Then, team them up and ask them to discuss the questions provided.

## Grammar

- Talking about unlikely predictions
- Ask students to read the sentence on the board in silence.
- Lead a whole-class discuss, having as a guide the two questions provided.
- Explain that the word “would” gives the idea of possibility, prediction and shows uncertainty.
- Explain that this chart is useful as reference for grammar.
- Ask them to complete the sentence with the words “future”, “would” and “predictions”.
- After they finish, show briefly the structure on the board.
- Provide extra examples, if necessary.

## 1.6

Personal Answers

## 1.7

Personal Answers

## 1.8

Key:

We use “would” to express more unlikely predictions in the future.

## Controlled practice

- Ask students to go over the two paragraphs and choose the correct form of verb would.
- Correct it orally.



## 1.9

### Key

- a) The entire Atlantic seaboard (would vanish/would to vanish), along with Florida and the Gulf Coast. In California, San Francisco's hills (would become/would becoming) a cluster of islands and the Central Valley a giant bay. The Gulf of California (would stretches/would stretch) north past the latitude of San Diego.
- b) The Amazon Basin in the north and the Paraguay River Basin in the south (would become/would have become) Atlantic inlets, wiping out Buenos Aires, coastal Uruguay, and most of Paraguay. Mountainous stretches (would surviving/would survive) along the Caribbean coast and in Central America.

### Free practice

- Guide students to use would in a freer way.
- Ask them to complete the sentences.
- Point out that these are predictions, so they are free to say what they want.

## 1.10

### Personal Answer

### Listening

#### Pre-listening

## 1.11

- As a warm-up, tell students they are going to watch a short documentary about global warming.
- Ask them to predict some words that might appear.
- Ask them to compare their answers.

#### While-listening

- Students watch the documentary.
- While they listen to it, they should complete with the missing words.
- Point out that the missing words are numbers.

### 1.12

Key:

- a) (...) the planet's temperature has risen unusually fast, about 1.2 to 1.4 degrees Fahrenheit.
- b) Scientists report that 1998 was the warmest year in measured history.
- c) According to NASA studies, the extent of Arctic sea ice has declined about 10 percent in the last thirty years.

### Listening Comprehension

Ask students to do the multiple-choice exercise:

Key

1.13 C

1.14 A

1.15 C

1.16 B

### 1.17

Personal Answers

### Post-listening

- Lead a whole-class discussion with the students.
- Use the questions provided as a guide.

### Script

For 2.5 million years the earth's climate has fluctuated, cycling from ice ages to warmer periods, but in the last century the planet's temperature has risen unusually fast, about 1.2 to 1.4 degrees Fahrenheit. Scientists believe it's human activity that is driving the temperatures up, a process known as global warming. Ever since the industrial revolution began, factories, power plants, and eventually cars have burned fossil fuels such as oil and coal releasing huge amounts of carbon dioxide and other gases into the atmosphere. These greenhouse gases trap heat near the earth through a naturally occurring process called the greenhouse effect; the greenhouse effect begins with the sun and the energy it radiates to the earth; the earth and the atmosphere absorbs some of this energy, while the rest is radiated back into space. Naturally,

occurring gases in the atmosphere trap some of this energy and reflected back warming the earth. Scientists now believe that the greenhouse effect is being intensified by the extra greenhouse gases that humans have released. Evidence of global warming includes a recent string of very warm years. Scientists report that 1998 was the warmest year in measured history, with 2005 coming in second, meanwhile, readings taken from ice cores show that the greenhouse gases carbon dioxide and methane have hit their highest levels in the past 420 thousand years. Arctic sea ice is also shrinking.

According to NASA studies, the extent of Arctic sea ice has declined about 10 percent in the last thirty years. As long as industrialized nations consume energy and developing countries increase their fossil fuel consumption, the concentration of greenhouse gases in the atmosphere will continue to rise. Researchers predict that the temperatures will increase about two to ten degrees Fahrenheit by the end of the century. What's less certain is what rising temperatures mean for the planet. Some climate models predict subtle changes, others forecast rising sea levels which could flood coastal areas around the world; weather patterns could change making hurricanes more frequent; severe droughts could become more common in warm areas and species unable to adapt to the changing conditions would face extinction. Although much remains to be learned about global warming, many organizations advocate cutting greenhouse gas emissions to reduce the impact of global warming. Consumers can help by saving energy around the house switching to compact fluorescent light bulbs and driving fewer miles in the car each week; these simple changes may help keep the earth cooler in the future.

## **Pronunciation**

### **1.18**

- Write the words “earth” and “with” on the board.
- Say the words in a slow but natural pace.
- Question the students if the “th” have the same sound in the words.
- Write the symbols of  $\Theta$  and  $\delta$  on the words that you had written on the board. If necessary, give extra examples.

**1.19**

## Key

WORDS	θ	ð
THESE		X
EARTH	X	
THROUGH	X	
WITH		X
THOUSAND	X	
THE		X

**Speaking****1.20**

- Go over the chart and explain that the students are two random people.
- Point out that they would react in different ways according to what happened.
- Ask two students to read the monologue out loud.
- Go around the class to check pronunciation and structure mistakes.

Possible Answers:

If...	Student A	Student B
today were the last day of his/her life	spend all his money	eat all her favourite foods
forests were devastated	plant more trees	create a website to engage other people in preservation
temperature went up 2° C	move to a colder place	use her car only on weekends

## Writing

- Use the questions on the book to lead a whole-class discussion about e-mails.
- Ask them to read the paragraphs explaining what an email is.
- After, allow them some time to read the sample e-mail.
- Reinforce that e-mails can be either formal or informal and that the focus of this writing sessions is on formal e-mails.
- Explain the main parts of a formal e-mail. You may ask students to go back to the sample email provided and identify the parts mentioned.
- Ask students to read the task
- Allow them some time to write it or assign as homework.
- Highlight they need to use a formal tone.

## Unit 2: Healthy lifestyle

**Aim of the lesson:** In this unit students talk about fitness and nutrition and how to be healthy.

**Vocabulary:** Words that describe foods and physical activities.

**Grammar:** Changing the focus of an action with passive voice

**Skills Reading:** “Do you have the habit of snacking?”

**Listening video:** “The benefits of exercise”

**Speaking:** Giving advice.

**Writing:** Message/comment to a blog

- Lead a whole class discuss about eating habits.
- Go over pictures number 1 and 2 and check if students have ever eaten those dishes.
- Go over the ingredients and clarify any questions they might have.
- Note: Call attention to the fact the dishes have different prices and nutritional values.
- You may ask students if they usually check how many calories they consume per day.
- Do choral repetition with the vocabulary provided: delicious, appealing, nutritive, caloric, fatty, heavy, light, cheap, expensive

## 2.1

Personal Answer

## 2.2

- Ask students to answer the question in pairs.
- Walk around and check spelling, pronunciation and structure.

## Reading

### Pre-reading

- Ask students to read the first paragraph of the text.
- They need to predict what the text is about only by reading the first paragraph

### While-reading

## 2.3

- Prepare students to read the text by saying they are supposed to read and complete the missing parts with the words provided.

## 2.4

Key (in order of appearance):

salt

sugar

obesity

unhealthy

children

### Comprehension activities

- Allow students some time to do the task

## 2.5

Key:

Snacks are foods usually eaten between meals or consumed as light meals. (T)

Snacks are generally enjoyed by many people although never being healthy. (F)

Some snacks like fruits and vegetables can lead to obesity. (F)

Snacks that contain an excess of ingredients such as salt and sugar can contribute to healthy eating. (F)

According to deGraaf (2006) several studies had indicated that the consumption of unhealthy snacks contributes to being overweight. (T)

In a study it was found that more than 70 percent of students have the habit of snacking.(T)

According to this same study, more than 80 percent of students who consume snacks take it from their homes. (T)

According to the text, there is nothing that parents can do to improve their children eating habits. (F)

## **Post-reading**

### **2.6**

- Pair students up and encourage them to discuss the questions provided.

## **Grammar**

- Tell students that we can change the focus of an action according to the situation.
- Point out that sometimes the focus is on who/what did the action and sometimes on who/what suffered the action:
- Ask them to read sentences number 1 and 2 in silence.
- Then, guide them through the questions.

### **2.7**

Key:

- a) (...) have indicated that ...
- b) It's not explicit. Probably some scientists or experts on the subject

- Controlled practice grammar
- Ask students to read the sentences and decide whether they are focused on who/what did the action or who/what suffered the action:
- Allow them some time to do it.

## 2.8

Key:

1.S

2.D

3.D

4.S

5.D

6.S

## Listening

### Pre-listening

- Start with a whole-class debate about physical activities.
- Use the questions on the book as a warm-up.

### While-listening

#### 2.9

- Tell students they are going to watch a video about the benefits of exercising.
- While they watch, ask them to take notes.
- Then, ask them to compare their notes with a partner.

### Comprehension activities

#### 2.10

Key

T

F – Can be prevented.

F – There is connection.

F – Reduce (don't eliminate).

T

F – No it's cheap and accessible (in some cases it's FREE).



**Post-listening**

- Lead a whole-class discussion.
- Use the questions provided as a guideline.

**Script**

Whether you are two or 92, you will benefit from regular exercise. You'd be surprised just how many there are and the good news is it can be as easy as getting off the bus a little earlier. Introduce active habits to your day and you will be well in your way. So, what are the benefits of regular exercises? Regular exercise is great for the heart, reducing your risk of a stroke and cutting your chance of cardiovascular disease by a third. Why not take a lunchtime walk? Leave your car at home or up your walking pace when you are out and about. Regular exercise keeps your muscles, bones and joints strong which helps prevent injuries, falls and fractures. Try doing exercises that strengthen your bones and muscles three times a week. Exercises burn calories and help to maintain a healthy weight, which in turn reduces your risk of many health problems. But be sure to maintain a healthy balanced diet alongside exercise. Help maintain a healthy weight by walking to the shops or cycling the children to school. A healthy weight in turn, reduces your risk of certain cancers. In fact, you can cut your risk of breast and bowel cancer by up to a quarter if you exercise regularly. If you have children encourage healthy habits and routines from an early age and they'll be more likely to continue being active through life. A healthy weight also reduces your chance of diabetes. It's estimated that around 3.2 million people in the UK have it. Regular exercises are hugely important to help reduce your risk of developing type 2 diabetes. If you have diabetes, keep a diary of your blood glucose levels and your physical activities to see the effect and track your progress. Exercising regularly is also good for your mind. It's thought that it can reduce your risk of developing depression and dementia. Exercise can help relieve stress and anxiety and improve your mood. Use the great outdoors. It's a hit for your physical and mental health. There's no catch. Start reaping the benefits of exercise today.

**Speaking**

- Select three students to act out the dialogues.
- Then, ask two students to model the conversation (A and B)
- Pair up the students and ask them to practice.
- Go around and check possible pronunciation and accuracy mistakes.

## 2.11

Personal Answers

### Writing

## 2.12

- Start by asking your students if they know what the terms vegan and vegetarian mean, and if so, what the differences between them.
- Pair students up and ask them to make a list of pros and cons of being vegan/vegetarian.
- This list should not only be restricted to the nutritional matter. Ask them to think outside the box, citing other pros/cons. (socialization, pleasure of eating, etc.)

## 2.13

- Lead a whole-class discussion about blogs.
- Ask if they have the habit of reading blogs.
- Elicit some blogs they know.
- Show the blog page and ask students to read the task in silence
- Tell your students that they are going to be writing a blog message/comment.
- Allow them some time to do it. Point out the message shouldn't be so formal.
- You can assign it as homework.
- In case this task is done in the classroom, go around the classroom and help students with spelling and grammar mistakes.

### Curiosity

- Ask students to read the extract in silence.
- After they have finished, read the question out loud, and see their opinions.
- Elicit reasons for their choices.
- The fun is that four Argentinian apples and a 100-g basel have the same amount of calories. (250g).

# Rationale

*“Language is not fixed, but is rather a dynamic system. Language evolves and changes... [It] grows and organizes itself from the bottom up in an organic way, as do other complex systems.”*

(Larsen-Freeman, 2008)

From the 1970s onwards, there have been significant changes in the way we teach and learn English as a second language. The communicative competence, in which the learners know how to speak accurately, has been widely debated. Many experts have concluded that traditional methods, in which grammatical rules are the main approach with repetitive and out-of-context activities, were not being effective in improving students' communication skill. In other words, the students would learn grammar, but would not be able to apply this learning in day-to-day communication.

According to LARSEN-FREEMAN (2000):

“(...)some educators observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside the classroom. Others noted that being able to communicate required more than mastering linguistic structures.”

The traditional approach, based on the teacher as the main actor of the process leaving the student as a simple passive receiver of information, has been replaced by a communicative approach. This method places the students at the center of the process, requiring their autonomous attitude.

According to Tomlinson (1998), there are some steps that should drive the materials development for English language teaching. They should expose the students to language in authentic use, also helping them to pay attention to features of authentic input. They should provide the learners with opportunities to achieve communicative purposes using the target language, and give opportunities for outcome feedback. They should also awaken and sustain student's curiosity and attention, as well as stimulate their intellectual, aesthetic and emotional involvement.

Tomlinson (1998) also explains that learners need to try out certain language items often in a meaningful and understandable way to eventually acquiring them. Each meeting helps to develop and deepen awareness and facilitate the development of hypothesis possible acquisition.

Along the same lines, Krashen (1991) states that to acquire the ability to use the language effectively, learners need a lot of practical experience, which must be done in different ways and for a wide variety of purposes. They also need to understand enough of this information, which in turn must be significant for them.

Therefore, all activities proposed in this work take into account the communicative approach, in which students talk about personal experiences with partners, and instructors teach topics outside of traditional grammar in order to promote language skills in all kinds of situations. This method intends to encourage students to incorporate their personal experiences into their language-learning environment and to focus on the learning experience in addition to target language acquisition. For instance, in the reading preparation of Unit 1, students are asked to brainstorm what they might know about global warming. This task creates such a nice atmosphere of learning and help producing autonomy and fluency amongst the learners.

Adult students are the target audience for the activities proposed in this work, with each unit presenting a specific and important topic and aiming at different levels of proficiency. Engaging students in second language learning is essential to success and one way of trying to attract this commitment is by choosing interesting and meaningful subjects to be addressed in the tasks. In the first part, there is a focus on the global warming while the second part shows the importance of a healthy lifestyle, both, as mentioned before, important issues of our time. The four language skills, speaking, listening, reading, and writing are explored in both units in activities related to the theoretical principles in which this work is based. Besides the communicative approach, the use of only authentic materials in all activities, exploring textual genres and inductive grammar teaching, also focusing on critical literacy and the learner autonomy can be considered the theoretical basis of this paper.

As mentioned before, this work has a great concern with the application of the critical literacy theory. This approach has the students as the central figure in the learning process, which will

allow them to give their own opinions and preferences, thus becoming more critical to the information addressed. In other words, this approach highlights the importance of improving students' critical consciousness rather than the traditional ones that encourage learner's passivity to the wisdom transmitted to them by teachers.

What follows is an important statement about reading skill from a critical literacy perspective, which certainly is taken into consideration in this paper. According to Brown (1999):

“(...) reading does not just involve decoding the meanings in the text. Readers are often also deciding whether they agree with the content of the text and with the particular ideological positions or beliefs that the writer presents. In some texts the writer's position, or values and beliefs, may be overt; that is, they may be expressed in an explicit or direct way. In other texts the writer's position may be covert or implicit. The writer's position may also extend to what is not said or is left out of the text, as well as what is actually expressed.”

In this work, especially in speaking activities, students are encouraged to say what they think by giving their opinions in many discussions on several subjects. In relation to the listening skill, some strategies must be followed, for instance, be aware whether listening is for general understanding, or for some specific information. Stay focused and not be anxious because of any possible difficulty; regarding reading skill, students should pay attention to the main message conveyed in the text and try to guess the unknown words by the context in which they are inserted. The writing skill will be approached at the end of the work. Two different genres will be explored, one for each unit, and following the previously examples, the students will be able to do the activities. In Unit 1, the basic structure of a formal e-mail is shown to students and they should produce a piece of writing using those elements. It is highlighted that they should keep a formal tone and express their ideas in a concise and efficient form. When it comes to Unit 2, pupils need to deal with the writing of a blog message, which is so popular amongst youngsters.

Continuing with the theoretical aspect of this paper, another key issue when it comes to teaching English as a second language is the type of approach used in grammar teaching. In this work, we focus on the inductive way that is a sort of learning focused on the student. The teacher guides the pupils to noticing the grammar pattern and finally explicitly exposes them to it. Among many benefits, we can highlight the students' interaction and participation in the

learning process, in which the students rely on their critical thinking to figure out the language with a deeper understanding. In the grammar section of Unit 1, the use of “would” is contextualized into the environmental issues matter, in which students talk about unlikely predictions. Regarding Unit 2, the use of passive voice explains to students that the focus of an action may be either on who did the action (active voice) or who suffered the action (passive voice).

With the regard of the materials, it is important to explain that anything written in English that has not been produced for intentional use to teach the language is considered an authentic material. The use of authentic materials, written and spoken in real contexts, is another significant aspect highlighted in this work. In both units, all activities were produced using this content, which makes the learning process more engaging and imaginative. In short, they can motivate the students by helping them to make “real” communication, also guiding them toward the language they need for a particular context.

Besides the motivation and engagement, there is another important aspect that must be taken into consideration when we choose authentic materials. According to COOK (1981), there may be gaps even in the best of teaching programs because there is still a lot to be understood about language learning. Only by giving students authentic materials we can ensure that they are getting everything they need to know, including any important structure or vocabulary that has been ignored. Thus, these materials are a consistent way to fill the gaps mentioned.

The learners’ autonomy is considered essential as a means of encouraging learner’s observation and active evaluation not only of linguistic items, but also of a variety of meanings and viewpoints. Therefore, in all activities there is a focus on the comprehensive input theory that, according to Krashen’s theory of language acquisition, gives the learners the kind of input that helps them to acquire language naturally, rather than learning it consciously. Krashen, in his language acquisition hypothesis, establishes a clear distinction between learning, that means receiving and accumulating information, and acquisition, which means developing functional skills through natural assimilation, and supports the predominance of acquisition over learning, in the development of language proficiency. In this approach, trying to understand language slightly above their level encourages learners to use natural language strategies, such as guessing words from context and inferring meaning.

Observation is another important aspect considered in this work. I am talking about observation as a systematic, planned procedure for real time recording of student verbal and non-verbal behavior. One of the objectives of such observation is to assess students without their awareness (and possible consequent anxiety) of the observation so that the naturalness of their linguistic performance is maximized.

Since the first steps in learning process, students need to know that there are different types of texts, each with its own features, purposes, and conventions. A genre is a form of text that uses a particular format and structure. They are shaped by conventions that change over the time as cultures invent new genres and discontinue the use of old ones. Autonomous texts, or pieces of communication may have individual styles, but genres are a mixture of these texts based on socially agreed upon conventions. Once students know there are different genres, they need to find out how to navigate through each kind of text to find the information they seek.

In short, this work was based on the communicative approach, in which students will learn the English language mainly for communication purposes. All the activities are presented taking into consideration the student's experiences. For instance, even in listening and reading activities students are supposed to give their background, without worrying about their lack of accuracy regarding the language itself, which clearly features the importance of the communicative aspect in this work. Most of the time, there is a concern to put the student as the central actor in the learning process. The activities also give the opportunity for learners to think and interact in a more critical way, using authentic materials that will help them to learn using resources presented in their daily lives, promoting therefore their interest and engagement.

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