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Curso de Especialização em Ensino de Inglês - CEI

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Crossing classroom boundaries
(Material didático para o ensino de inglês)

Orientadora: Profa. Adriane Teresinha Sartori

Data da defesa: 15/02/2017

Belo Horizonte

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Adriane Teresinha Sartori

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TABLE OF CONTENTS

Introduction	4
Unit 1: An effective communication.....	5
Unit 2: How to be polite around the world.....	20
Teacher's Guide Unit 1.....	34
Teacher's Guide Unit 2.....	43
Rationale	52
References	57
Websites consulted	58

INTRODUCTION

When I started study a foreign language, I was very young and my dream was speak fluently like in movies. In the course of time, I realized that things were not in that way. As a foreign language learner, I faced to materials that were not according to with my reality. Many times the books were focused only in grammar or only in repetition and it was much boring for all students. When the need of a real communication came, we got lost. Despite of the materials problems, the English fascinated me, so I decided to go deeper in this area, but this time teaching. Even as a teacher I could see materials with no critical thinking, no real communication, and with artificial characteristics. In order to change this reality in the learning and teaching processes, the teachers have been more encouraged to produce and use authentic materials which involves more the learners and let them get involved in the communication practice, critical thinking and themes closer of their reality.

With this issues in mind, the **Crossing classroom boundaries** was created. This material presented was developed focusing on the communicative purpose and aims to expose the students to more realistic and practical materials that provides activities that can help them understand the English as it is used in the real world.

In order to that, the units *“An effective communication”* and *“How to be polite around the world”* were created having in mind adult students of English as a second language at free language schools, on the Intermediate Level. It was taken into account that at such level learners can produce language on topics that they are familiar with or are of their personal interest. Both units were designed to be worked with the same public and in sequence, so that one complements the other.

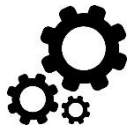
The units feature teacher's guide with instructions for teachers along with their respective answers. The sections were organized covering the abilities of listening, speaking, reading, and writing, all of them focusing on the themes proposed as follows: GETTING STARTED (warm up), BEFORE YOU READ (Pre reading), TIME TO READ (Reading), TALK TIME (Pre listening), FOCUS ON LANGUAGE (Grammar section), LET'S LISTEN! (Listening), LEND ME YOUR YEARS! (Pronunciation), SPEAK UP (Conversation), LET'S PUT IN PRACTICE (Writing), JUST FOR FUN (Entertainment) and MY ASSESSMENTE SPACE (Time to evaluate the unit comprehension).

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Unit 1

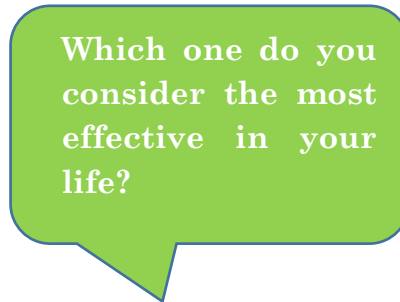
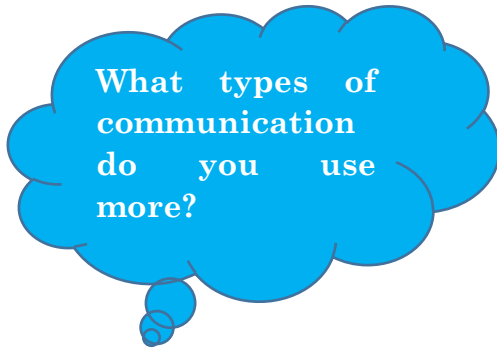
An effective communication





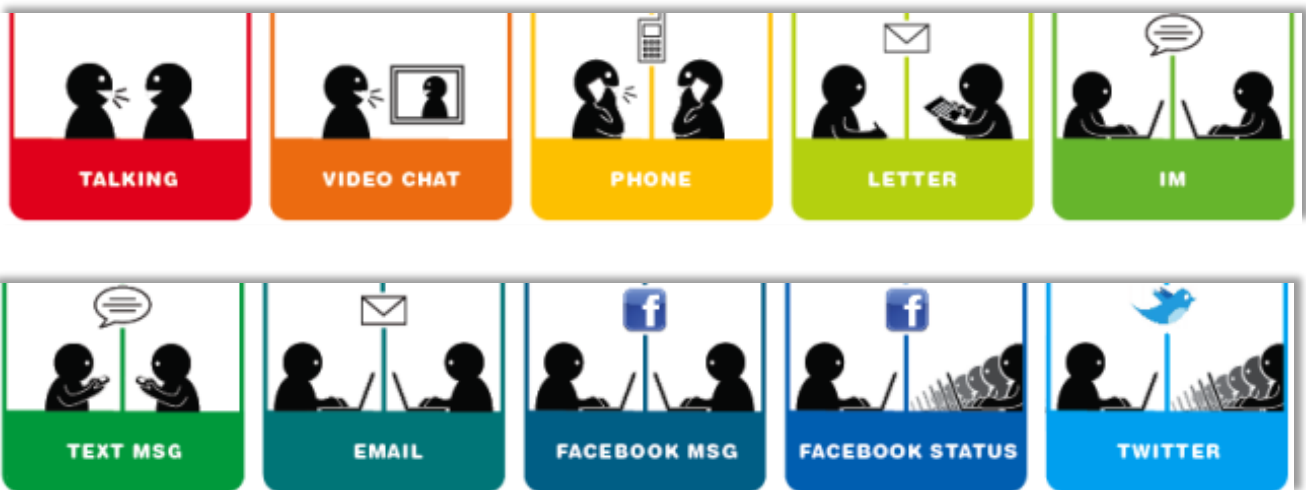
Getting started

Look at the picture and talk with a partner about the questions:



In this Unit you will learn:

- The importance of an effective communication;
- The influence of technology in the communication;
- Linking words;
- Write a blog.



Before you read

1. Read the title of the text. What do you think this text will present?
2. How do you think the use of technology can be helpful in our communication? Why?
3. What could be the public for the text?



Time to read

The text below is from a blog about technology and presents some types of communication and their advantages and disadvantages. Take a look and then answer the questions.

Communication in 2015: Text, Voice, Video or In-Person?

By Jayson De Mers

Communication is evolving quickly, offering us more options than ever before. For every instance of necessary communication, be it internal, external, important or **fleeting**, there's an appropriate form of messaging. However, it's all too easy to get lost in our own preferences, and forget how much impact our choice of medium can have on the interpretation of our messages.



Convenience Doesn't Always Mean Efficiency

Technologies tend to evolve in favor of convenience. Each of us has personal preferences for communication based on what we feel is easiest. But it's important to see beyond the limits of our own **convenience**. In this article, we'll explore different communication mediums.

Text

Text-based communication is one of the most popular categories used. Emails, SMS text messages, social media interaction, and instant messaging programs are all **widely** used by companies to accelerate communication between parties. On the other hands, text can be misinterpreted, one spelling error or one skip-over could ruin the effect your message is intended to have.

Voice

Voice calls are starting to become obsolete. Text messages are more **concise**, and video calls are more personal. Still, vocal interaction has a place for many people. You can express inflection without worrying about body language, but people aren't always easy to hear. Heavy accents, bad connections, and naturally low voices can all make phone communication more difficult.

In-Person

Full body language and expression. This is as personal as you can get. Because everybody has their tone of voice, body language and facial expressions. In-person meetings are still preferential if you're trying to build or maintain a relationship, but otherwise, they can be inefficient and inconvenient.

Video Calls

Video calls are a significant alternative to in-person meetings, for when people want the experience of a face-to-face meeting, but can't geographically connect. Bad connections can ruin everything. So, this depends on your network, but it is a real risk to the medium. You don't want your client meeting to be cut short without warning.

Adapted from: <http://www.inc.com/jaysondemers/communicationin-2015-text-voice-video-or-in-person.html>. Accessed on: December 13, 2016.

4. Write the words in the correct meaning according to what you read:

FLEETING

CONVENIENCE

WIDELY

CONCISE

a. _____ - only the information is necessary and important, using few words.

b. If something is done for your _____, it is done in a way that is suitable and useful for you.

c. _____ is used to describe something which spends a very short time; temporary.

d. You use _____ to describe something that includes a large number of things or people.

5. Read the sentences about the text, decide if you agree or disagree. Support your answer.

- Voice calls are becoming obsolete.

_____.

- Technologies tend to involve in favor of convenience.

_____.

- The purpose of the text is inform people about the modernity.

_____.

- The use of technology is prejudicing the communication around the world.

_____.

6. Write one advantage and one disadvantage of the types of communication presented on the text.

	Advantage	Disadvantage
Video calls		
In person		
Voice		
Text messages		

7. How can the use of types of communication help in your school life?

_____.



- Do you think body language is essential when you are having a meeting in person? Why?
- When you are talking to a person some problems of communication can happen. Does it usually happen with you? Tell to your partner about a situation you have lived.



Let's listen!

You are going to watch an episode from the series “My wife and my kids”. Then, answer the questions according to what you listen.



<https://www.youtube.com/watch?v=lhwy9SibmN8>

1. Circle what types of communication are showed in the video?

Text messages

Body language

Voice

Video calls

In person

2. The video starts with a little girl on the phone. About this scene mark T (true) or F (false):

() The girl is talking with her grandpa on the phone.

() She says her father is working.

() The girl describes what her father is doing in the moment.

() There is a misunderstanding communication between the girl and her father.

3. What is the failure of communication presented in the video?

4. Why is the boy glad to receive the visit?

Now, watch the video again with subtitles and check your answers.

5. During the class do you usually communicate with your friends by signals? If so, does it work very well?

6. Let's test how a good communication and comprehension of the message is important. Do you know how to play "broken phone"? If not, it's time to learn and practice now!



<http://bit.ly/2JgTpDK>

- First, the class is divided into a few groups, with about 10 in each group. One person hands another one in the group a sentence, which he or she must then memorize and pass on to the next person, by whispering.
- The next person will pass the sentence down the line to the next and so on until it finally gets to the last person in the group. That person in the group will then have to stand up and say what the sentence is.



Focus on language

1. The three sentences below were taken from the article you read in the beginning of this unit. Read carefully and answer the questions:

For every instance of necessary communication, be it internal, external, important or fleeting, there's an appropriate form of messaging. **However**, it's all too easy to get lost in our own preferences [...]

Does this sentence express positive, negative or both ideas?

_____.

With which of the words does the word **however** have a similar meaning: **and**, **but** or **because**?

_____.

Full body language and expression. This is as personal as you can get. **Because** everybody has their tone of voice, body language and facial expressions [...]

Why is body language personal? _____

_____.

Does the word **because** express an idea of reason or an idea of result?

_____.

Bad connections can ruin everything. **So**, this depends on your network, but it is a real risk to the medium. [...]

According to the author what can interfere in a video call? _____

_____.

Does the word **so** express an idea of reason or an idea of result? _____.

2. Read the sentences, observe other linking words and check what they express in the sentences:

- *Daniel, call your mother, say her that everything is OK, then ask her to pick us up.*
- *Although I don't have money, I want to buy a car.*
- *You can also use hand gestures and facial expressions to engage the audience.*

Then:

() addition () time () contrast

Although:

() addition () time () contrast

Also:

() addition () time () contrast

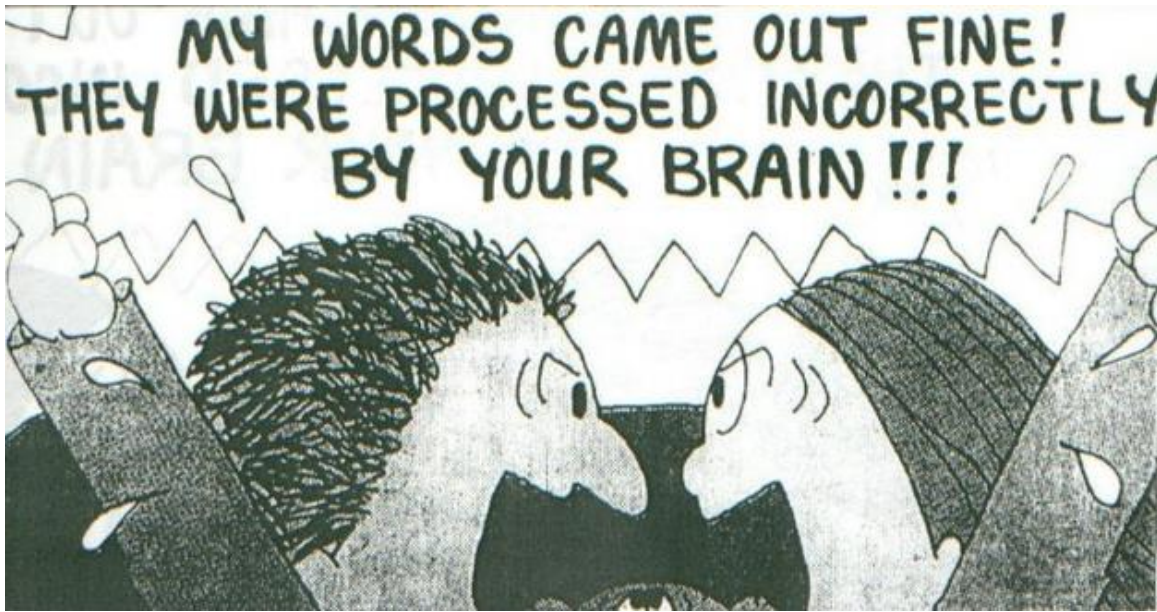
We use LINKING WORDS to connect ideas in:

() the same sentence () two different sentences

3. Now complete the sentences using: *but / however / so / because / and*:

- a. She can speak French, _____ she can't write it.
- b. He's going to work in Colombia, _____ he's learning Spanish.
- c. I went into town. I bought some food _____ I went to the library.
- d. We enjoyed the vacation. _____, it rained a lot.
- e. She went home _____ she was tired.

4. Look at the picture and complete the sentences with your ideas. On letter **c** create a sentence about the picture using linking words.



<http://migre.me/vWkrf>

a. This picture shows a couple discuss because _____

_____.

b. They are saying that there is no problem with the words, so the problem is

_____.

c. _____

_____.

Making sense

The linking words are those that serve to initiate, continuity to an idea, demonstrating reasons, time, consequences, etc ... Below is a list of some of the most used linking words.

Sequence	Consequence	Contrast
First of all	Therefore	but/yet
Then	Thus	However
At the same time	Hence	On the other hand
Finally	As a result	Whereas

Reason	Time	Addition	Conclusion
Because	Before/after	Besides	In short
So	Firstly/secondly	Also/too	In conclusion



Lend me your ears!

1. Listen to the words below:

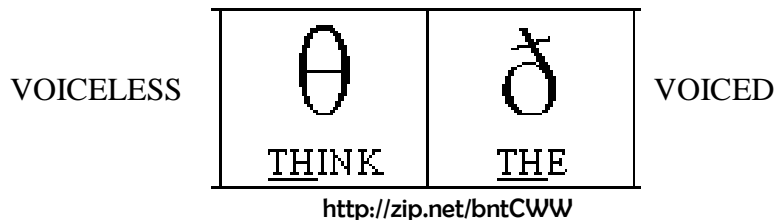
THEN

ALTHOUGH

THEREFORE

- What do they have in common?
- What about the sound of the consonants “TH”? Is the same sound in all of them?

We have two forms to pronounce the “TH” sound:



2. Listen and repeat the words:

<u>th</u> ank you	<u>th</u> ere
<u>th</u> in	<u>th</u> en
<u>th</u> ree	<u>th</u> at
mo <u>th</u>	fa <u>th</u> er
clo <u>th</u>	<u>th</u> at
<u>th</u> umb	<u>th</u> ey
tooth <u>th</u> /teeth <u>th</u>	<u>th</u> ese
<u>th</u> ink	<u>th</u> ose
<u>th</u> ing	<u>th</u> is

<https://showmeesol.wordpress.com/2014/02/18/the-th-sound-in-english/>

3. Practice these tongue twisters with a partner:

- ❖ They threw three thick things.
- ❖ Is this the thing? – Yes, this is the thing.
- ❖ Father, mother, sister, brother – hand in hand with one another.
- ❖ I thought a thought. But the thought I thought wasn't the thought I thought I thought.



<http://zip.net/bvtDJ5>



Nowadays the way many people interact with each other has changed because of technology. Let's organize a kind of debate to discuss about this topic! The class will be organized in two groups, which one should presents three arguments.

Group 1: present the pros

vs.

Group 2: presents the cons



<http://encurtador.com.br/rEI79>

You can base your arguments on these questions and create more if you wish.

- In what ways has technology affected the types of relationships people make?
- Has this become a positive or negative development?
- Are the technology contributing for people have an effective communication?

Useful tips for a debate:



To express your opinion: In my opinion.../ I think.../ To me.../ I believe...

To agree or disagree: I agree with.../ I don't agree.../ You have a point, but...

To take turns: Can I say something?/ I'm sorry, there's something I'd like to add



Just for fun

Kevin and Kell

©1999, Bill Holbrook



<http://www.kevinandkell.com/1999/kk0326.html>

Get around in

ENGLISH

Lesson Seventy-two

How to Pronounce the **th** sound

1.



PLACE TIP OF TONGUE BEHIND TOP TEETH

2.



BREATHE OUT

3.



RETRACT TONGUE

4.



VIBRATE AIR BEHIND TONGUE AND SAY:

5.



"The Smiths wear thin clothes throughout the winter months"

6.



CONSULT DENTIST

http://alinguadefora.blogspot.com.br/2012_08_01_archive.html



My self-assessment space

In this unit,

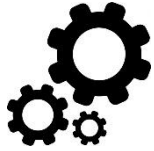
I learned:

I need to understand better:

Unit 2

How to be polite around the world





Getting started



<http://bit.ly/2jYxU7K>



<http://bit.ly/2kAvnjf>



<http://bit.ly/2jbHneU>



<http://bit.ly/2kaN4tn>

In this Unit you will learn:

- Different types of culture;
- How to be polite around the world;
- Imperative form.
- Write an email.

- Would you like to travel to another country? If so, which one?
- What do you know about this country?
- What kind of information do you need to know when you are traveling to another country?



Before you read...

1. Look at the pictures and the title of the text. What kind of information do you expect to read?
2. Do you like to read about countries culture?

Time to read!



The text presented analyzes 20 countries, but you are going to see only some of them. Read it carefully. Then answer the following questions.

How to Be Polite in 20 Different Countries

COMMUNICATION BY LANA WINTER-HÉBERT | 513 SHARES

If you haven't traveled at all, you're probably aware of the fact that certain types of behavior aren't exactly acceptable in other countries. It's important to educate yourself on the standards of politesse and etiquette beforehand—the last thing you want to do is offend someone with any ignorant, boorish behavior. Here's how to be polite in different countries.



Japan - When dealing with Japanese clients, be sure to dress **fairly** conservatively. Accept gifts with both hands (and open them later, not in front of the giver), and never **blow your nose** at the dining table.

Sweden - Keep personal distance and don't touch people when you talk to them. Silences during conversations are not considered uncomfortable, and it's better to be a bit quiet, rather than overly verbose. When dining out, don't drink before the host offers a toast, and don't get drunk.

Argentina - People will **lean** in close when they speak to you, and touch you often during a conversation. Pulling away is considered rude and “cold”. Maintain strong eye contact, and don't put your hands on your hips.



The U.K. - Like in Canada, people in the United Kingdom tend to be fairly polite and reserved. Always address people as Mr./Mrs./Miss followed by their surname to begin with, and **ensure** that you use proper table manners when sharing meals.

Nepal - It's best to dress modestly when traveling around Nepal, and if you end up exchanging gifts with others, never do so with your left hand. During the meals, use utensils so you **avoid** contaminating anything with implements that may have touched your mouth, and take care to remove your shoes upon entering someone's home, or a temple.

Adapted from: <<http://www.lifehack.org/articles/communication/how-polite-countries.html>>. Accessed on: July 26, 2016

3. What is this text telling you? Mark **T** for true and **F** for false.

- () rules about one country
- () instructions about some countries culture
- () suggestions of how to be polite in some countries
- () good manners only in Europe

4. Where can you find this kind of text? Check (✓)

	YES	NO
NEWSPAPER		
INTERNET		
CHILDREN'S BOOK		
DICTIONARIES		

5. Which country is more different from yours? Why?

6. What is the target audience for this kind of text?

7. Match the words/expressions from the text in each meaning:

- a. avoid () more than average, but less than very
- b. blow your nose () to move from vertical position
- c. Lean () to make certain that something happens
- d. Ensure () to clear your nose by forcing air through it into a piece of paper
- e. fairly () to prevent something from happening

8. Write the names of countries from the text according to the pictures:

a)



<http://bit.ly/2kdDIKL>

b)



<http://bit.ly/2kN6uC2>

c)



<http://bit.ly/2jS6GiF>

d)



<http://bit.ly/2jrVdd6>

e)



<http://bit.ly/2jrVnRK>



- Look at the picture. What can you see?
- The use of mobile phone in some situations can be considered a problem?
- When you are talking to someone what can you consider as a bad manner?



<http://bit.ly/2kbdSJY>



Let's listen!

Listen to the interview about be impolite use of the cell phone.



<https://goo.gl/4jOL04>

Now, answer the questions according to what you listened:

1. What are the people in the video treating as a problem?

2. Are the situations showed in the video common in Brazil? Give two examples.

3. Do you think that the use of mobile phone in a social interaction can be considered polite? Why?

Listen to the first part of the video and answer.

4. Mark **(T)** true or **(F)** false according to the video. What kind of technology rudeness was cited in the interview?

() rude comments

() prejudice

() bullying

() slander



slander /'slɑ:n.dər/:

a false spoken statement about someone that damages their reputation.

5. Complete the sentences according to what you heard in the second part of the listening:



<https://goo.gl/4jOL04>

Presenter: Whether you're at _____, _____ or in _____, having good manners is _____.

Not only does _____ behavior help avoid some embarrassment and awkwardness, it helps you get along. I like to have good manners because it makes my life _____ and more _____. What I've learned it is if I treat the others with _____ and _____ usually, they treat me in the same _____.

6. Point out the four guidelines to help people behave well according to the presenter.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Now, watch the video with subtitles and check your answers.



Focus on language

1. Read the sentences below and choose the best answer for what they are expressing:

What happened? Give me details and sit down.

Is it a direct order or an advice? _____.

-How can get to the hospital?

-Turn on the left and then on the right.

Is it an invitation or an instruction? _____.

Come in and have a sit!

Is it a direct order or an invitation? _____.

Speak to him before your go. It's better.

Is it an advice or an invitation? _____.

2. Check the characteristic (s) of the sentences you read in the previous activity:

- The use of verbs in the past form.
- The use of verbs in present continuous form.
- The use of verbs in infinitive form

3. Now look at the sentences:

Silence!

Do not step on the grass.

Do not litter!

keep the door closed.

a. Where can you find these kind of sentences?

_____.

b. Are they indicating rules or requests?

_____.

c. Write one example of rule you can find in:

Hospital: _____.

Library: _____.

Making sense

IMPERATIVE

The imperative is formed with the verb without a subject

The negative imperative is formed with Do not / Don't and the verb

Open the door!
Take an aspirin.
Pay attention

Don't touch that!
Don't play with your brother

<http://bit.ly/2jC28PK>

4. According to what you learned up to here, choose the best alternative about imperative form:

“_____ disturb her. She is sleeping”

- a) Not. b) Don't. c) Do. d) Let.

“_____ watch TV. There is a good film tonight”:

- a) Not. b) Don't. c) Do. d) Let's.

5. Read the text and circle the sentences in the imperative form:

Doing the dishes

Nicky: Come here, Steve!
Steve: Yes, honey!
Nicky: Give me a hand with the dishes!
Steve: Ok, but don't ask me to dry them.
Nicky: All right, just wash the dishes and I dry them.
Steve: Is this bowl expensive?
Nicky: Why?
Steve: Because I think that I can break it!
Nicky: That's OK, Steve. Get lost!
Steve: Don't get nervous! I'm just kidding!
Nicky: Stop Steve! I don't like this.
Steve: Sorry, honey!
Nicky: Don't worry! I'm OK.

Now, write down three affirmative sentences you circled above into the negative form:

_____.

_____.

_____.



Lend me your ears!

1. The suffix **-ly** /-li/ is used to form adjectives or adverbs in English like:



2. Now listen to the words above and repeat.
3. Listen to the words below and practice reading the sentences with a partner:

<u>happily</u>	The girls happily skipped across the playground.
<u>quickly</u>	Our baby has grown so quickly .
<u>quietly</u>	The children worked quietly in the lesson.
<u>strangely</u>	The small, warty goblin was acting strangely .
<u>exactly</u>	Factor - also called a divisor - is a whole number that divides exactly into another number.
<u>nearly</u>	The little boy nearly choked on a sweet.
<u>especially</u>	It was especially hot this August



1. Do a research about costumes of a country you would like to go. Then, record a video (in pairs) presenting some advice about this place. Be creative! Your video should present topics like:

- Greetings: the way people greet each other.
- Dressing: what is accept or not.
- Food: the way to eat and how to behavior during a meal.
- On the street: what is allow to do or not on the street.

Do not forget:

1. Check the battery of your cellphone or camcorder;
2. The video should take no more than 3 minutes;
3. Be careful about the noise in the place you are recording. Many times it can interfere on what you are saying;
4. Look at the camera. Avoid look to other places instead of your audience.



<http://bit.ly/2jC28PK>

Then you show the video to your class! And you can post it on your social media networks.



Let's put in practice!

1. The text presented in the reading section of this unit is part of an article that gives some instructions of how to be polite in some countries. Consider that you were invited to help in this article writing some tips of politeness in Brazil. Write an email for the article's author writing about behaviors that are important for a foreign person to know about our country.

Follow these five simple steps to make sure your English email is more formal:

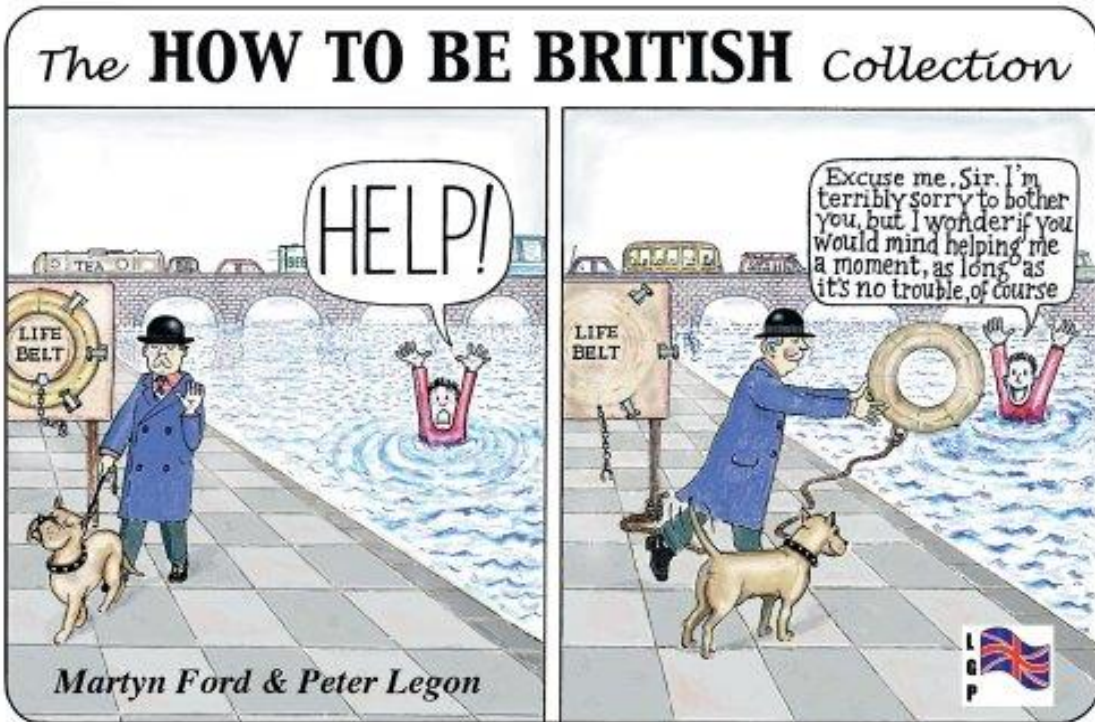
1. Begin with a greeting
2. Thank the recipient
3. State your purpose
4. Add your closing remarks
5. End with a closing

Author's name: LANA WINTER-HÉBERT / Email address: article123@english.com

The image shows a screenshot of an email composition window. The window has a blue header bar with a menu bar containing 'Send', 'Options...', and 'Help'. Below the header bar are fields for 'To...', 'Cc...', 'Bcc...', 'Subject:', and 'Attachments:'. The 'Subject:' field is currently empty. Below these fields is a rich text editor toolbar with a dropdown menu set to 'Normal', a font family dropdown set to 'Arial', and a font size dropdown set to '10'. The toolbar also includes icons for bold (B), italic (I), underline (U), text color, background color, bulleted list, numbered list, link, unlink, and undo/redo. The main body of the email is a large, empty white text area.



Just for fun



<https://goo.gl/IaGMZo>



My self-assessment space

In this unit,

I learned:

I need to understand better:

Teacher's guide

Unit 1 and 2



Teacher's guide with answers - Unit 1

An effective communication

THEME:

The theme of this unit is about the power that an effective communication has in people's lives. Students will have the opportunity to learn about some types of communication and discuss the effectiveness of them. With this theme, they can reflect how their communication is and what they could do to make it in a better way.

GRAMMAR:

The students will learn about linking words and how this part of grammar helps to make the text linked, fluent and cohesive.

PRONUNCIATION:

In this unit the students will learn about the "th" sounds as the difference between voiced and voiceless sounds.

GENRE:

As genre, they will learn how to create a blog, organize ideas and write in an effective way.

GETTING STARTED

- Ask students to analyze the pictures and answer the questions according to their opinion. They can discuss in pairs or the whole class together.
- The teacher should be available to help students when they need. Sometimes they know what to say, but the lack of vocabulary can block them.

BEFORE YOU READ

Exercise 1 and 2

- Instigate students to explore the picture.
- Elicit them to discuss the answers in group.

TIME TO READ!

Exercise 3

- Ask students to read the text silently and to highlight the words and/or expressions they are not familiar with.
- Give them the chance to read the text aloud. If possible, let each student read one paragraph or even two lines. This way everybody can participate.

Exercise 4

- Read the aloud and explain the students what they should do. Tell them to return to the text and try to predict the meaning by the context.

Answers:

a. concise b. convenience c. fleeting d. widely

Exercise 5

- Read and explain what the students have to do. Reinforce that they need to justify their answers.

Answers:

Answers may vary.

Exercise 6

- The students should read the text again and find specific information to complete the board.

Answers:

	Advantage	Disadvantage
Video calls	It is a significant alternative to in-person meetings, for when people want the experience of a face-to-face meeting, but can't geographically connect	Bad connections can ruin everything.
In person	It is good to maintain a relationship	Sometimes can be inefficient and inconvenient.

Voice calls	It has a place for many people. You don't worry about body language.	Heavy accents, bad connections make phone communication more difficult.
Text messages	The most popular. Accelerates the communication.	Text can be misinterpreted; spelling errors can ruin your message.

Exercise 7

- Read the exercise and clarify any doubts the students have.

Answers:

Answers may vary.

TALK TIME

- Read and explain the exercises for the students.
- Encourage them to discuss with a partner and then share their ideas with the class.

LET'S LISTEN!

- Ask the students if they know the series "My wife and the kids". If not, you can explain to them. Introduce the video they will watch explaining the main topic: failure communication.

My wife and the kids - Summary

Damon Wayans plays Michael Kyle, a man on a tragically funny quest for a "traditional" family. He's a not-so-modern man living in a very modern world. Can you relate? His stay-at-home bride (Tisha Campbell-Martin) became a stock market trailblazer. His only son idolizes gangster rap stars instead of him. His moody, adolescent daughter's two favorite hobbies are asking him for money and giving him grief. And his youngest daughter rarely lets her daddy have the last word. Perhaps after all of the chaos is over, he will realize that his dream of having a normal American family came true a long time ago.

<http://www.imdb.com/title/tt0273855/plotsummary>

- Play the video twice without subtitles.
- Ask the students what they could get during the presentation of the video.

Exercise 1

- The students should pay attention in the video and circle the type of communication presented there.

Answers:

body language / voice / in person

Exercise 2

- Explain they have to mark T (true) or F (false) according to the video.

Answers:

T

F

T

T

Exercise 3

- In this exercise, the students should pay attention in the visual communication and the speaking.

Answer:

Possible answer: The father is trying to do mime and indicates to the girl what she should say on the phone, but the girl is understanding and saying completely different things.

Exercise 4

- Read the question and explain aloud.

Answer:

Because the boy needs money and probably the grandpa always give him.

Exercise 5

- Encourage the students to answer this exercise with personal answer.

Answer:

Personal answer.

Exercise 6

- Ask the students if they know how to play “broken phone”. If not, read the instructions with them and explain if they still have doubts.
- Organize the class to start the game.
- Make sure everybody understood how to play and start the game.

FOCUS ON LANGUAGE

Exercise 1

- Ask students to read the sentences carefully and answer the questions.
- Then, share the answers with the class.

Answers:

- The both.
- But.
- Because everybody has their tone of voice, body language and facial expressions [...]
- Indicates reason.
- The network sometimes can interfere in the connection and ruin the communication.
- The idea of result.

Exercise 2

- Ask the students to read the sentences and observe the meaning of the linking words in each one.
- Share their thoughts with the class.

Answers:

- Time
- Contrast

- Addition

(x) the same sentence (x) two different sentences

Exercise 3

- Explain the students they should complete the sentences with the appropriated linking words.
- Correct the exercise with the class.

Answers:

- a. but
- b. so
- c. and
- d. however
- e. because

Exercise 4

- The students should observe the picture and complete the sentences with their ideas.
- It is important to clarify what they have to do in this exercise.
- Support the students when necessary.

Answers:

Answers may vary.

- a. The power of words and the way people understand.
- b. The way each person processes the words they receive.
- c. Personal answer.

MAKING SENSE

- Read the summary about function of linking words and explain students showing the examples.
- The teacher should ask students if they have doubts about the topic and clarify them.

LEND ME YOUR EARS

- Explain the students it is time to practice the pronunciations of words. In this unit they will learn about “th” sound.

Exercise 1

- They will listen and then repeat the words.
- Ask them what they could notice similar between the words they listened.
- Show the students there are two types of pronunciation for this sound; the voiced and the voiceless.

Exercise 2

- The students will listen a list of words and practice them with a partner.
- Check the correct students’ pronunciation.

Exercise 3

- Ask students if they know what is a tongue twister. If not, explain them that is a kind of sentences with similar sounds and the reader should speak with speed.
- First, read the tongue twister slowly and explain any doubt about meaning of words.
- After read the sentences with speed.
- The students will practice the tongue twisters with a partner.

SPEAK UP

- Ask students what they know about debates.
- Depending on the student’s answers, explain what is a debate and where they can find (The teacher can tell them to watch some debates on the Internet).
- Organize the class in two groups. One will create arguments pros and the other will create cons arguments about the topic.
- Give the rules to the students about respect and order in a debate.
- The teacher should be the judge and ask the questions in the appropriate time.
- Hel students with their needs.

LET’S PUT IN PRACTICE

- Read the exercise aloud and explain what students have to do.
- Ask some students to read the tips of how to create a blog and answer doubts they have.

- This exercise can start in the classroom, the teacher can give students some time to write drafts and they should continue at home creating the blog properly.
- When they finish, ask them to exchange their blog post with their classmates and ask the classmates to comment.
- The students should also give the blog address to the teacher and then he/she gives the appropriated feedback.

JUST FOR FUN

- Ask some students to read the first comic strip. Explain what students maybe don't understand about vocabulary.
- The second one is a joke about the "th" sound. English learners generally get confused because of this sound. As the name of the section says: Just have fun!

MY SELF-ASSESSMENT SPACE

- Read aloud and explain each topic.
- Ask students to analyze and say what they can or cannot do by now. If necessary, they may refer to the previous pages.
- Answer any possible questions they may have, and give examples from the unit.
- Ask them their opinion about the unit.

Teacher's guide with answers - Unit 2

How to be polite around the world

THEME:

The theme of this unit is about the politeness around the world. Students will have the opportunity to learn about some countries culture and habits. With this theme, they can reflect about the differences and the importance of know about a country to don't commit any mistake then go to a foreign country..

GRAMMAR:

The students will learn about imperative form, where it is possible to find it and how to use it.

PRONUNCIATION:

In this unit the students will learn about the *-ly* sound as the functions of this suffix in a word.

GENRE:

As genre, they will learn how to write an email in an effective and formal way.

GETTING STARTED

- Ask students to analyze the pictures and answer the questions according to their opinion. They can discuss in pairs or with the whole class.
- The teacher should be available to help students when they need. Sometimes they know what to say, but the lack of vocabulary can blocks them.

BEFORE YOU READ

Exercise 1 and 2

- Instigate students to explore the picture and the title of the text.
- Elicit them to discuss the answers in group.

TIME TO READ!

- Ask students to read the text silently and to highlight the words and/or expressions they are not familiar with.
- Give them the chance to read the text aloud. If possible, let each student read one paragraph or even two lines. This way everybody can participate.

Exercise 3

- Tell students to mark T (true) or F (false) to the sentences according to the text.
- To correct the answers is important to discuss about the false statements. Encourage students to participate and justify their answers.

Answers:

F – It is not about only a country.

T

T

F – It is not only about Europe.

Exercise 4

- Read the aloud and explain the students what they should do.
- Encourage students to think in what places is possible to find the kind of text.

Answers:

	YES	NO
NEWSPAPER	x	
INTERNET	x	
CHILDREN'S BOOK		x
DICTIONARIES		x

Exercise 5

- Students should read the text again and choose the most curious country. They can express their opinion justifying the answer.

Answer:

Personal answer.

Exercise 6

- It's time to think about the target audience for this kind of text. The type of people would get interested for these suggestions/instructions/advice.
- The answers can be discussed with the class.

Exercise 7

- Tell students to find out the words in the text and by the context predict the meaning of the words.

Answers:

E

C

D

B

A

Exercise 8

- The students have to look for instructions/suggestions presented in the text and write the corresponding countries according to the pictures.
- Explain them how relate the visual with descriptions.

Answers:

a) Japan b) Argentina c) The U.K. d) Nepal e) Sweden

TALK TIME

- Instigate students discuss the questions with a partner.
- Encourage them to share their thoughts with class.

LET'S LISTEN

- Give a brief explanation of what they will watch. Tell them the video is about a kind of interview with people on the street.
- Read the exercise aloud and explain what they have to do.
- Play the video twice without subtitles and then students may answer the questions.

Exercise 1

- Students may identify what is treated as a problem in the interview.

Answer:

The use of cellphone in inappropriated situations.

Exercise 2

- Encourage students to think about similar situations that happens also in Brazil. If they wish, it is possible have a class conversation and then they note their thoughts.

Answer:

Answer may vary.

Exercise 3

- Elicit students to give their opinions about the use of cellphone in a social interaction.

Answer:

Personal answer.

Exercise 4

- The video is divided in three parts. Play only the first part once (without subtitles).
- Students should identify what kind of technology rudeness is presented in the interview.

Answers:

T
F
T
T

Exercise 5

- Read the exercise and explain if some questions show up.
- Give students the chance to get familiar with the exercise of fill in and let them read the sentences should be completed.
- Play the second part of the listening twice. If the class demonstrates more difficulty play once more.

Answers:

Presenter: Whether you're at **HOME**, **SCHOOL** or in **PUBLIC**, having good manners is **SMART**.

Not only does **POLITE** behavior help avoid some embarrassment and awkwardness, it helps you get along. I like to have good manners because it makes my life **EASIER** and more **PLEASANT**. What I've learned it is if I treat the others with **RESPECT** and **COURTESY** usually, they treat me in the same **WAY**.

Exercise 6

- Play the third part of the video twice without subtitles.

- Students may pay attention to the tips, about how to have a good use of cell phone, are said in the video.
- If the class demonstrates more difficulty, play once more.

Answers:

1. People come before technology.
2. Don't interfere people's experiences or rights.
3. If you don't want it seen worldwide, don't post it.
4. What happens online stays online.

- After exercises done, play the whole video with subtitles.
- Clarify any questions students possibly have.

FOCUS ON LANGUAGE

- Read the exercise and give them some minutes to answer.

Exercise 1

Answers:

- direct order
- instruction
- invitation
- advice

Exercise 2

- Ask some students to read the sentences aloud from exercise 1.
- Tell them to pay attention in the characteristics of the sentences.

Answers:

- (x)** The use of verbs in infinitive form.

Exercise 3

- Explain students what they have to do and answer doubts can show up.
- Help them when necessary.

Answers:

- a. Personal answer.
- b. Rules.
- c. Personal answer.

MAKING SENSE

- Ask some students to read the summary about the function of imperative form and explain students showing the examples.
- The teacher should ask students if they have doubts about the topic and clarify them.

Exercise 4

- Tell students to remember what they learned up to this point and do the exercise.

Answers:

B
D

Exercise 5

- Explain students what they have to do.

Answers:

Doing the dishes

Nicky: Come here, Steve!
Steve: Yes, honey!
Nicky: Give me a hand with the dishes!
Steve: Ok, but don't ask me to dry them.
Nicky: All right, just wash the dishes and I dry them.
Steve: Is this bowl expensive?
Nicky: Why?
Steve: Because I think that I can break it!
Nicky: That's OK, Steve. Get lost!
Steve: Don't get nervous! I'm just kidding!
Nicky: Stop Steve! I don't like this.

Steve: Sorry, honey!

Nicky: Don't worry! I'm OK.

LEND ME YOUR EARS

- Write some words on the board with suffix *-ly*. Ask students what the words have in common.

Exercise 1

- Explain the students it is time to practice the pronunciations of words. In this unit they will learn about the suffix *-ly* sound.

Exercise 2

- They will listen and then repeat the words.

Exercise 3

- The students will listen a list of words and practice them with a partner.
- Check the correct students' pronunciation.

SPEAK UP

- This activity will work as a homework.
- The students will record a video in pairs following the instructions presented in the exercise.
- Teacher should give them some minutes to discuss about the video.
- Hel them when necessary.

LET'S PUT IN PRACTICE

- Read the exercise aloud and explain what students have to do.
- Ask some students to read the steps of how to write an email in a polite and formal way.
- Give learners the chance to draft about the video.

JUST FOR FUN

- Ask some students to read the first comic strip. Explain that it is just a joke and it doesn't have the purpose to offend British people.

MY SELF-ASSESSMENT SPACE

- Read aloud and explain each topic.
- Ask students to analyze and say what they can or cannot do by now. If necessary, they may refer to the previous pages.
- Answer any possible questions they may have, and give examples from the unit.
- Ask them their opinion about the unit.

RATIONALE

If language teachers teach nowadays as they learned earlier, then one may not achieve the required goals of teaching English in the present global scenario. This final project deals with the importance of teaching English to fulfill the growing demands of English.

The units were developed in order to which student has the opportunity to put their learning into practice in day-to-day use to achieve their practical demands through effective communication skills.

As English has turned into a universal language, its presence and value in the world has expanded enormously in the past decades, as a result of that the importance and relevance of English was changed with the time. In the past, students learned English just as another subject like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school.

Nowadays, our main goal, as teachers, is to make the students effective communicators in English both inside and outside the classroom. To achieve this, is necessary involve the students to participate more in classroom activities so that they will acquire adequate command over the skills. To create this environment, conduct group discussions, where students are supposed to speak only in English, give their views, ideas and thoughts, are examples of how to create an effective function for the activities.

In accordance with this language learning premise, the theme-based Units presented here were developed for use in the classroom with young adult and adult, students at free language schools that are at the intermediate level in English as a second language. The units were produced from the combination between theory and practice, seen during this teacher's training course (CEI).

The development of these units was entire based on The principles of Critical Literacy, in which the students are encouraged to have a critical thinking view of reality, and Communicative Language Teaching (CLT) as discussed in Richards & Rodgers (2001) and Richards (2006). Some of these principles are listed as follows: meaning is a key element; learning a language means learning to communicate effectively; learners are supposed to interact with each other inside and outside the classroom. In the classroom, interaction takes place by means of pair and group work. The core objective is communicative competence – that is the ability to use the language effectively and appropriately.

In order to provide students opportunities to have contact with themes they could use in real contexts, the themes chosen were selected aiming the practice of communication skills. Firstly, the unit “An effective communication” was developed thinking in types of communication used nowadays by people and the efficiency they can offer for the user, besides the context they can be used. This theme also call the learners attention about how a failure communication can change the meaning of the intend message. The second unit, as cited in the Introduction of this project, is linked with the first one, once the theme is also about communication. However, this time the content addresses the way people communicate. “How to be polite around the world” provides students tips and suggestions they can use in their real life. Learning about the culture of other countries, makes the students better prepared to travel in order to understand differences, thus respect other customs, and still compare them with the country of origin.

Throughout the units, which present the same organization, the student is instigated to think autonomously, due to some activities having been developed in the inductive mode, which will be explicit in the descriptions of each section following.

Getting started is the first unit’s section. There the learners are exposed to the presentation of the unit theme and encouraged to think about the subject. Working as a warm up with pictures and questions related, the section provides a background for the students. There is also a negotiation, they have the opportunity share their thoughts and learn with the other comprehension, since the activities should be discussed with the class.

The *Reading* section, presents pre (Before you read), while and after activities including vocabulary and comprehension. Prepared with authentic material, this section allows students to practice their reading skills. In the first unit, there is a text from a blog presenting advantages and disadvantages of some types of communications as well as the efficiency of each one. In the second unit comes a text with suggestions of how to be polite in some countries around the world. The texts, most of time, are seen for the students as just a presentation of facts, however it is important to reinforce the idea that the text works as a “bridge” between reading and other skills. According to Brown (1994, p. 218)

Reading ability will best be developed in association with writing, listening, and speaking activity. Even in those courses that may be labeled “reading”, your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

For the listening section (*Let’s listen*), authentic videos were selected. The pre listening (Talk time) offer students the opportunity to make inferences and during the listening, they look for details and specific information. The after listening activities also

presents extreme importance, once the learners can relate what they heard with their real contexts. The use of authentic materials allows students a contact with real English. According to Brinton (1991), authentic materials from medias, for example, can reinforce the relationship between the classroom and the real world for learners of an L2. As many students consider the most difficult part of a unit, the way found to catch their attention was choosing videos from the Internet, like an interview (unit 1) and an episode of series.

The grammar section is named *Focus on Language* and the linking words were the grammar topic chosen for it. The learners need know how to use the linking words in order to improve their fluency, since these words have the function of “link” information and let the discourse more cohesive. To lead the students to formulate the rules, by analyzing excerpts taken from the texts (reading section), the grammar is teaching in an inductive approach. This in turn, involves the learners detecting, or noticing, patterns and working out a rule “for themselves before they practice the language. According to Nassaji and Fotos (2011), “during the learning process learners might find more reasonable to talk about grammar structures rather than general topics as the grammar is integral part of language”. The vocabulary selected from the text was based on the level of the students and the difficulties that they might would have. Therefore, inductive approach might not work in all the situations and all type of audience, but it is, for sure, a very interesting and attractive to teach and to keep the students focused and getting involved in class.

Lend me your ears is an expression used for catching the attention of an audience, nothing more appropriate for a pronunciation section. Instructions about pronunciation is such important in English learning and teaching process. An effective pronunciation can avoid embarrassed situations and expand the limits of interaction. The first unit presents the “th” sound, considered as a problematic by the students, then the unit 2 presents the suffix “ly” as well as its function in word formation like adjectives and adverbs.

The *Speak up* section was created to offer the students a room for discussion, debates (as proposed in the unit 1) and exchange information. It is time to put in practice what they have learned up to this section. The speaking activities developed in this material are related to the texts and videos used to illustrate the units. Such speaking activities serve the purposes of setting the situation for discussion, promoting interaction between students and assessing information obtained from the texts and the videos. In this sense, teachers are encouraged to promote interaction between students by asking questions that are relevant to the topic and instigating students to present their opinions, compare and contrast their conclusions.

Encompassing the skills and themes worked throughout the unit, the *Let's put in practice* (writing) section plays an important role in the learning process. The writing in English as a second language with discursive genres allow the learners to access texts that probably they will use in their real life in different contexts. As a teacher, in an elementary school, is possible to see that the models of textbooks activities are not motivator for a simple reason: the learners don't write, in real life, without a purpose and a receptor. The learner only writes to check the structures and vocabulary and the reader, probably, will be the teacher. So, this kind of problematic takes us to reflect about the use of communicative purpose, which the learner is exposed to produce in a context and mainly with a purpose. In "Livros didáticos e ensino de língua estrangeiras: a produção escrita no PNLD-2011/LEM" Tenuta & Oliveira (2011) cited that the text genre can permits the learners an interaction with the context which they are placed in, once using authentic material, presents in real life, in this way they can be able to go out of the classroom's door.

The *Just for fun* section was created to make the unit more fun. In both units, are presented comic strips involving the themes previously worked, covering grammatical topics, sounds worked in the pronunciation section, as well as vocabulary presented in the units.

During the development of this unit, there are many opportunities for the teacher to assess the students as they are forming new degrees of competence. It is important to reinforce that the students' level of proficiency must be taken into consideration and even small signs of progress are representatives for the students in the learning process. The feedback is another way to indicate the students if they are progressing or not. Self-evaluation also takes place in the learning process. Having the opportunity to evaluate himself, instead of being evaluated by another person, awakens in the student a certain autonomy and confidence. Thinking about that, at the end of each unit, is available the *My self assessment space*, a room for self evaluation, in which the student can the contents that he learned effectively, as well as the doubts that still need to be addressed.

The role of teacher's guide created is give a support, instruction, and extra information to the teacher. The answers for the exercises are also available for them.

Teaching quality English faces many challenges in any context. In the process of improving teaching, many discussions have led us to reflect what can really be useful to help the school promote a quality education.

It really becomes a great challenge to teach English, that is, to teach beyond grammatical structure. It is therefore the task of the teacher to research, create, apply activities in order to minimize the artificiality of the classroom, manage all the challenges already

mentioned, and awaken in the students interest in the English language, moreover, to help them learn and communicate effectively.

Despite all the difficulties, we find that, like us, many teachers are engaged, seeking new ways of teaching, using real contexts of communication that help the learner not only communicate in the language, how to interact with their culture, perceptions, making classes more interesting.

In an attempt to create this ideal environment for English-speaking students, ***Crossing barriers of the classroom*** was developed encompassing the theory learned during the course of specialization, the experience as a teacher and the determination to improve the teaching of foreign language more and more.

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WEBSITES CONSULTED

Video “My wife and the kids” (listening Unit 1):

<https://www.youtube.com/watch?v=lhwy9SibmN8>

Summary “My wife and the kids”:

<http://www.imdb.com/title/tt0273855/plotsummary>

Video “Social media manners” (listening Unit 2):

<https://www.youtube.com/watch?v=kR24mhxgNGI>

Pronunciation activities:

https://www.spellzone.com/word_lists/list.cfm?wordlist=1141

Meaning of words:

<http://dictionary.reference.com/>