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TEXTS: *FEATURES AND APPLICATIONS*
(Atividade Didática para o Ensino de Inglês)

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Especial thanks to my wonderful parents, João e Maria.

No words to express what you mean to me.

To my lovely sister Neia and my gentle brother Bruno.

To my always funny sister and brother-in-law, Bete e Flávio.

And to my cute nieces and nephew:

Luana Luinha, Ana Flávia Compridinha e Caio Risadinha.

*I can not forget the person who opened me the door
to be an English Teacher: Luciana Freitas. I will always be thankful.*

God, thanks again.

INTRODUCTION

In my young career as an English Teacher, almost three years, I have becoming concerned about how useful it is, in our modern society, to have developed skills to understand different text structures and their common functions. This material is based on the concept of *Text Genres* and the importance to enhance students' awareness of the oral and written texts used in real life communication.

In *Unit 1*, *Synopsis* and *Short Biography* are presented. This unit let students notice how verbs are usually used in these two kinds of text. In *Synopsis*, verbs commonly are in Present Term. *Short Biographies*, however, generally are written with verbs in the Simple Past Term. In *Unit 2*, students have contact with *Recipes* and Imperative Verbs.

The activities in these two units are appropriate to classes of young learners, between 15 and 30 years old at the intermediate level. Activities' aims are: to promote awareness of when and how *Synopsis*, *Short Biographies* and *Recipes* are written; to involve students in text analyses and comprehension; to engage students in discussion and negotiation; to review and practice *Possessive Adjectives* and *Possessive Pronouns*.

UNIT SECTIONS

WARMING UP AND CHECK IT OUT! – Presents the general topic of the unit. Involve students in seeking background knowledge about the central theme. It is formed by some open-ended questions and a quick exercise.

READING – It starts with “*Get ready to read*” topic, which introduces the main text of the unit and its features. Next, the student finds the main text. Following, there is an activity of vocabulary check.

TEXT ANALYSES – This section engage students in text micro comprehension (the text and its internal features) or macro comprehension (the text and its application).

LISTENING – The activities in this section engages students in seeking background knowledge of the subject proposed, besides text comprehension, grammar overview and word stress checking.

WRITING – Here, students are invited to adapt the kind of language and text structure they are learning into a certain real life situation.

SPEAKING – Engages students in discussion and negotiation. They are encouraged to communicate to get to a common result and present to the class.

GRAMMAR – The activities proposed aim to point out grammatical features that are fundamental to make a text fulfill a certain purpose.

RATIONALE

This material is produced for English learners between 15 and 30 years old. It focuses on an awakening about the varieties of texts usually faced on personal, academic and professional areas. Biber and Conrad (2009) believe that proficiency with these varieties of texts affects success as a student or as a practitioner of any profession. In fact, in daily life, people are exposed to a variety of oral and written texts. From the newspapers and TV, magazines and radio, to the Internet and the vast quantity of apps in smartphones, texts vary their forms and structures. These two units also aim to equip students with tools to identify why texts demand specific structures, according to their purpose. The activities produced are based on the concepts of *Text Genre* and *Text Type*. (BIBER, 1988)

Biber defines *Text Genre* as related to external criteria of a certain text. It is possible to conclude that it refers to a social role, a purpose. *Text Type*, therefore, deals with the linguistic similarities or co-occurrence of linguistic patterns in a text (Biber, 1988). The Internal criteria, in this view. The notion of these two topics support the activities presented in *Unit 1* and *2*, however, the focus is not on memorizing categories of written or oral texts. Rather, students are encouraged to observe texts varieties and absorb the fundamental linguistic features, as ‘receptive mastery of different text varieties increases access to information, while productive mastery increases the ability to participate in varying communities’ and ‘text varieties and the differences among them constantly affect people’s daily lives’ (BIBER; CONRAD, 2009, p.4)

In *Unit 1 - MOVIES*, students read a *Synopsis* and a *Short Biography*. They are encouraged to analyse these texts for generic structures. Then, based on the discourse patterns found, learners will produce their own text. Something comparable to the activities Paltridge proposes (1996, p.242). In *Unit 2*, the theme is FOOD and students will read and examine a *Recipe*.

Another characteristic of this production is that some of the activities entail students in a process of communication since they are required to exchange information in the classroom, with a pair or in a group. Foster and Ohta (2005) argue that, from a sociocultural perspective, knowledge occurs along the interface between person and social context. The authors also claim that while learners interact they are able to check, repeat, clarify and also modify utterances. Therefore, these units intent to provide learners with opportunities to practice English through interaction.

Interactional activities in these units are also based on the idea of *scaffolding process*, which encourages students to support each other to develop their knowledge. Wood, Bruner and Ross (1976) define that *scaffolding process* happens when an expert conducts a learner through a task, helping him or her with what is initially beyond his or her capacity. Donato (1994) draws a parallel between Wood, Bruner and Ross' concept and the applicability of a collective scaffolding in second language acquisition. His findings show that learners are able to collectively scaffold, support each other's performance and "collective scaffolding may result in linguistic development in the individual learner" (DONATO, 1994, p.51).

Unit 1 and *2* are in accordance with the conceptions of Nassaji and Fotos (2011), who define Task-Based instruction as the activities which are centered in meaning and somehow similar to real life activities. Focus, in these activities or tasks, are not on grammar forms, but on meaning. Task-Based activities with exclusive attention on communication which disregard grammar forms has currently been considered as inadequate, as Nassaji and Fotos (2011) argue. Also, as Skehan (1996) claims, it is important to balance between a focus on grammar forms and a focus on communication.

This teaching material recognizes the fundamental role of grammar in a language learning process. As mentioned by Batstone (1994), "it would be impossible to learn a language without drawing on grammar in some way" (p.13). Nassaji and Fotos (2011) also state that it is essential to make the target language structure, the Grammar Point, obvious to the learner.

The way the Grammar Topics are presented in these units follow the concepts of Gower, Philips and Walters (1995) who claim that a real language context can help students to understand the rules and structures of the target language. First, learners are exposed to contexts in which they can infer the rules of a certain Grammar Point. Later, they can check this rules by practical examples. This approach is called Inductive. The primary focus here is to offer to the students meaningful contexts in order to demonstrate the use of the Grammar Topic (Rivers and Temperly, 1978).

Besides introducing the grammar topics inductively, the activities in *Unit 1* and *Unit 2* allow learners to practice the four skills: reading, writing, listening and speaking. The Reading activities of this material are based on the theories of Farr (2010). He separates the reading moment in three steps: pre-, during- and post-reading activities. The pre-

reading activities involve students in the theme, concepts and vocabulary of the text before they read. It also activates background knowledge about the topic, helping students to make connections between what they will learn and what they already know. In the during-reading moment, learners are encouraged to apply Comprehension Strategies like making connections, monitoring understanding and stopping to summarize. The post-reading activities help students to exercise their abilities to clarify, connect, summarize and evaluate what they are learning from the text (Farr, 2010).

Another idea which bases the reading sections of these two units is the importance of permitting learners to develop their *ability to deduce the meaning of unfamiliar words from the context*. AlKialbi (2015) claims that “students who are good at deducing the meaning of words from context are good readers in the second language” (p.17). He also states that this ability is a valuable tool to overcome the issue of unknown words.

Units 1 and *2* also cover Writing activities. Marcuschi (1997) claims that writing is more than a technology, it is an indispensable social resource. In order to reinforce the importance of writing in our modern society, the author states that it is essential in basic daily contexts such as school, work, family, besides bureaucracy and intellectual activities.

The Writing sections of this material also aim to allow students to practice grammar knowledge they are acquiring. Hinkel (2002) mentions that “evaluations of non-native speaker (NNS) writing, grammatical accuracy plays an important role. The presence of grammar errors has a negative impact on the native speaker (NS) perceptions of the quality of L2 writing” (p.182).

In what regards The Speaking sections, this material is primarily built on Task-Based Approach. Rahman (2010) presents some advantages of a Task-Based Approach in speaking activities: “to give learners confidence in trying out whatever language they know; to give learners experience of spontaneous interaction; to give learners the chance to benefit from noticing how others express similar meanings; ...to make learners participate in a complete interaction, not just one-off sentences; ...to develop learners’ confidence that they can achieve communicative goals” (p.5).

The author also defines Communication as a dynamic and active process which reflects human society. Therefore, the oral activities in these units offer to learners the possibility

to develop the awareness of how language works in real life situations, where dynamism can be considered as an important tool to access and participate in certain contexts.

Another benefit of tasks which promote Speaking development is related to students' confidence. Boonkit (2010) says that the lack of confidence some students have to speak deals with an anxiety about making mistakes. In his own research, Boonkit confirmed that confidence plays an important role in speaking quality.

Speaking happens as a result of Listening, as mentioned by Nunan (2002). Listening is vital in language class because it provides input for the learner. Mendelsohn (1994) states that the input involved in Listening activities demands quick processing, then it must be practiced.

Unit 1 and *2* adapt some concepts that Field (2002) presents as *pre-listening*, *listening* and *post-listening*. It briefly means *to prepare the students with basic material related to the listening activity*, *to do the listening activity establishing context and facilitating comprehension* and *to analyse the language features in the text*, respectively.

This check in language features of a certain listening task responds to what Mendelsohn (1994) says when he declares that learners should know what they are listening to and why. This is the moment when students have the opportunity to connect the activity with real life. Another point Mendelsohn highlights is that task should allow students to play an active role in their own listening.

Based on the principles of Brown (2003), this material is *Practical*, since it is appropriate to the class time. These units were also produced in order to allow every student, who regularly follow the classes, to be able to do all the activities. The tasks are consistent, therefore, *Reliable*. Regarding *Validity*, all the activities are related to the main subject of each Unit. They are also clear and reasonable challenging.

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Unit 1 | movies



Unit 1 movies

Teacher's Guide

01.A | Warming Up. Encourage your stds to answer the questions aloud. Let each std answer at least one of them.

01.B | Check it out! Read the instructions and the movie genres aloud. Check the vocabulary. Check answers with the class.

02.A | Get Ready to read! Read the instructions aloud.

02.B | Zoolander! Ask stds to read the text alone. After, ask some stds to read the text aloud. Don't check the vocabulary yet. Ask them to suggest which film genre is this text about. Encourage them to explain their answers.

02.C | Read the instructions aloud.

02.D | Read the instructions aloud. Play the recording. Let stds choose **true**, **false** or **I don't know** for each sentence, according to the text. Check the answers with the class, encourage them to talk about their choices.

03.A | Text Analysis Read the instructions. Let stds work in pairs. Ask stds to make notes as they get to a conclusion about each point. Check the answers with the class. Let every pair respond. Explain that synopsis is a kind of text produced by a person who wants to give a brief description about a movie, a book, a play, a TV serie, etc.

03.B | Food for thought! Read the instructions aloud. The aim here is to help stds to build an argument. Encourage them to speak and share their ideas with class.

04.A | A son of comedians. Read the instructions aloud.

04.B | The way it sounds! Listen to Ben Stiller's synopsis. Ask the stds to mark the word stress of the eight words presented as they listen to the audio.

05.A | Goldberg's Short Biography Read the instructions aloud. Encourage stds to pay attention to the forms of verbs in bold.

05.B | Read the instructions aloud. Ask stds to work in pairs.

05.C | Grammar Focus Read the instructions aloud. After checking the answers, ask some stds to read the texts aloud.

06.A | Active Language Ask stds to produce a Synopsis or a Short Biography.

ANSWERS 01.B | Check it out! Pictures' order: 8 - sci-fi films; 1 - documentary films; 4 - romance films; 2 - comedies; 7 - dramas; 5 - animated films; 6 - horror films; 3 - action films. **Film Genres Definitions' order:** 3 - action films; 2 - comedies; 7 - dramas; 6 - horror films; 8 - sci-fi films; 4 - romance films; 5 - animated films; 1 - documentary films;

ANSWER 02.A | Get Ready to read! *Mugatu is an evil guru. He's not Zoolander's friend. He wants to use him in bad plans.*

ANSWER 02.C | *In letters a) and c) the second column correctly describes the meaning of the first one. In letter b), however, the correct meaning is: 'Zoolander's life is out of control, everything is going wrong.' It doesn't necessarily mean that he's a pessimist person.*

ANSWERS 02.D | *Derek Zoolander is a movie director. His films are very famous. (false); Mugatu wants to help Zoolander. (false); Hansel and Zoolander are rivals. They're male models. (true); The film shows Zoolander's mother and his strange hobbies. (false - I don't know); Zoolander needs to prevent an incident. (true).*

ANSWERS 03.A | Text analysis! **a.** *Journalists, film critics, bloggers, magazine writers.* **b.** *This text is written to people who want to have an overview about the film.* **c.** *This kind of text aims to present the general view of the movie and invite people to watch it.* **d.** *Personal points of view are not common in synopsis.* **e.** *He aims to persuade people to watch the movie.*

ANSWERS 03.B | Food for thought! *Although comedies' primary intent is to entertain, it's commonly possible to infer some reflection like: the importance of a family, friends; how to invest in your career; self-esteem; etc.*

ANSWER 04.A | A son of Comedians. **a.** *Wrong.* **b.** *Right.* **c.** *Wrong.* **d.** *Wrong* **e.** *Right.*

ANSWERS 04.B | The way it sounds! **co**medians; **Sa**turday; **se**veral; **co**medy; **succe**ssful; **muse**um.

ANSWERS 05.A | Goldberg's Short Biography **a.** *true.* **b.** *false.* **c.** *true.*

ANSWERS 05.B | **a.** *Synopsis (synopsis are usually marked by the use of verb BE in the present term).* **b.** *Short Biography (marked mainly by the presence of verbs in the past term and short periods).* **c.** *Tale (tales usually offer lots of details about the story).* **c.** *Short Biography (marked mainly by the presence of verbs in the past term and short periods).*

ANSWERS 05.C | Grammar Focus. **a.** *has, open, are.* **b.** *began, considered, blended, became.*

**THIS MATERIAL WAS PRODUCED FOR EDUCATIONAL ENDS.
IT IS NOT AVAILABLE FOR COMMERCIALIZATION.**

Unit 1

movies

01 A

Warming up!

What kind of movies do you like?
What's your favorite one?

Do you have a favorite actor?
Tell a little about his or her best movies.

01.B

Check it out!

Match each film genre with its corresponding picture and short definition.

1. Documentary films



___ They usually include high energy, battles and fights.

2. Comedies

8

___ They're designed to amuse and provoke laughter.

3. Action films



___ They present realistic characters and life situations.

4. Romance films

___ They're designed to frighten and to invoke our hidden fears.

5. Animated films



8 They show heroes, aliens and fantastic places.

6. Horror films

___ They're films which deals with a sentimental relationship.

7. Dramas



___ They're based on drawings, paintings, or illustrations.

~~8~~. Sci-fi films

___ They're non-fictional, "slice of life" factual works of art.

Unit 1 movies

02 A

READING

Get ready to read!

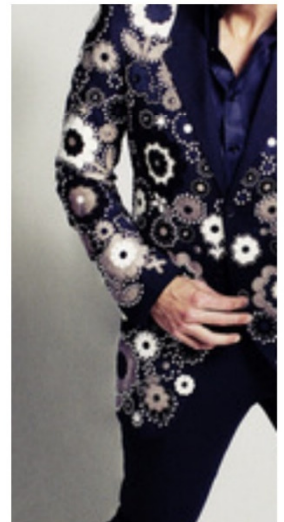
The text below is a Synopsis of the movie Zoolander.

Read it and try to find out who are Mugatu and Zoolander. Are they friends?

02.B

Zoolander *Synopsis*

- Derek Zoolander is VH1's three time male model of the year,
- but when Hansel wins the award instead, Zoolander's world
- becomes upside down. His friends disappear, *his* father is
- disappointed in him, and he feels that he's not
- 5 good as a model anymore. But when evil fashion guru
- Mugatu hires Zoolander, he thinks his life has turned back
- round again, that is until he finds out that Mugatu has actually
- brainwashed him to kill the Prime Minister of Malaysia.
- Can Zoolander and his new friends find out how to prevent
- 10 the incident before it's too late?



esquire.co.uk

from: <http://fmovies.to/film>

02.C

Check the items in which the second column correctly explains the first one, in accordance with the text.

a) (line 2) ... Hansel wins the award instead.

MEANING: Hansel wins the prize in place of Zoolander.

b) (line 2) ... Zoolander world becomes upside down.

MEANING: Zoolander's a pessimist person. He focuses only on the bad things of his life.

c) (line 6) ... he thinks his life has turned back around.

MEANING: Zoolander believes that his new job is an opportunity to start over.

Unit 1 movies

picture: cdn.newsapi.com.au

02.D

Listen to the sentences.

Choose the appropriate option according to the text:

true, false or I don't know.



	True	False	I don't know
a) Derek Zoolander is a movie director. His films are very famous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Mugatu wants to help Zoolander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Hansel and Zoolander are rivals. They're male models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The film shows Zoolander's mother and her strange hobbies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Zoolander needs to prevent an incident.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

03 A

SPEAKING

Text analysis.

The questions below are related to Zoolander text.

Discuss them with your partner and prepare to present your opinions to class.

As you answer each item, make some notes in order to guide you during the presentation.

- What kind of people does usually write a Synopsis?
- Who is it for? Who would like to read it?
- What's the main purpose of the text?
- Does the author show any personal opinion?
- Why does the writer finish the text with a question?

Unit 1 movies

03.B Food for thought

The website filmset.org defines **comedies** as "light-hearted dramas, created to amuse, entertain and provoke enjoyment."

Cambridge Dictionary defines **reflection** as "when you think in a serious and careful way."

1. Besides enjoyment, can a comedy film provoke reflection?
2. Think of a comedy film you like.
In your opinion, what kind of reflection did it provoke?

04 A

LISTENING

A son of comedians



Listen to Ben Stiller's Short Biography and check if the information below is correct. Choose **Right** or **Wrong**.

	Right	Wrong
a) Stiller's only an actor. He refuses to be a director.	<input type="radio"/>	<input type="radio"/>
b) His parents are comedians.	<input type="radio"/>	<input type="radio"/>
c) He grew up in San Francisco.	<input type="radio"/>	<input type="radio"/>
d) He directed Saturday Night Live.	<input type="radio"/>	<input type="radio"/>
e) Night at the Museum films were a success.	<input type="radio"/>	<input type="radio"/>

from: <http://www.biography.com/people/ben-stiller>



Some of Ben Stiller's many roles in movies.

Unit 1 movies

04.B

The way it sounds.



Listen to Ben Stiller's Short Biography. As you listen, point out the word stress of the following words. See the example.

responsible* parents* comedians Saturday
several comedy successful museum

from: <http://www.biography.com/people/ben-stiller>

05 A

GRAMMAR



picture: image.tmb.org

Goldberg's Short Biography

Read the text below and check if the items a) to c) are **true** or **false**.

- 1 Whoopi Goldberg was born on November 13, 1955, in New York City.
- She starred in a popular one-woman production in 1983,
 - and in 1985 she won a Grammy Award for Best Comedy Recording.
 - That year, Goldberg's success with *The Color Purple* launched
 - 5 a highly visible acting career. She won an Academy Award in 1991
 - for her performance in *Ghost*, and in 2007 she embarked on
 - a lengthy run as moderator of the TV talk show *The View*.

from: <http://www.biography.com/people/whoopi-goldberg>

- a) The text summarizes Whoopi Goldberg's career. T F
- b) Short Biographies are written exclusively to Internet media. T F
- c) A Short Biography describes the most important facts about someone's life. T F

Unit 1 movies

05.B

Pair Work. Read the texts a) to d) and chose the ones that present characteristics of a Short Biography.

- a) *Moana Waialiki is a sea voyaging enthusiast and the only daughter of a chief in a long line of navigators.*
from: <https://fmovies.se/film/moana>
- b) *A talent scout discovered him in college, which led to modeling, most notably for Calvin Klein.*
from: <http://www.biography.com/people/ashton-kutcher>
- c) *He stayed and talked with her for a long time, until at last she agreed to become his wife.*
from: http://www.worldoftales.com/African_folktales/Nigerian_folktale
- d) *By 1991, she had achieved 21 Top 10 hits in the United States and sold more than 70 million albums internationally.*
from: <http://www.biography.com/people/madonna>

05.C

Grammar Focus

Fill the blanks with the verbs in parentheses. Adapt the verb if necessary.

Synopsis



The spaceship, Starship Avalon, in its 120-year voyage to a distant colony planet known as the "Homestead Colony" and transporting 5,259 people (have) _____ a malfunction in two of its sleep chambers.

As a result two hibernation pods (open) _____ prematurely and the two people that awoke, Jim Preston (Chris Pratt) and Aurora Dunn (Jennifer Lawrence), (be) _____ stranded on the spaceship, still 90 years from their destination.

from: <https://fmovies.se/film/passengers.kw64v>

Short Biography



Jackie Chan was born Chan Kong-sang on April 7, 1954, in Hong Kong, China. He (begin) _____ studying martial arts, ..., acrobatics and singing at age 7. Once (consider) _____ a likely successor to Bruce Lee in Hong Kong cinema, Chan instead developed his own style of martial arts (blend) _____ with screwball physical comedy. He (become) _____ a huge star throughout Asia and went on to have hits in the U.S. as well.

from: <http://www.biography.com/people/jackie-chan>

Unit 1 movies

06 A



Active language!

1. A Synopsis briefly describes a film, a book or a play.
It generally details the important characters and the fundamental parts of the story. But it never reveals how the story ends.
It always creates a mystery to provokes reader's curiosity.
2. A Short Biography is a text with the most important facts about someone's life.
Usually, it contains fundamental information like:
 Date of birth Place of birth Family info. Formation
 First job Best jobs Corrent activities

Now, Imagine you write a weekly blog about cinema.
You can write a Synopsis about your favorite movie or
a Short Biography about your favorite actor. **Good Luck!**

Unit 2 | food



Unit 2 food

Teacher's Guide

01.A | Warming Up. Encourage your stds to answer the questions aloud. Let each std answer at least one of them.

01.B | Check it out! Read the instructions aloud. Let stds check the vocabulary in pairs. Check answers with the class.

02.A | Get Ready to read! Read the instructions aloud. Ask stds to read the text alone. Ask two stds to read half of the text aloud. Ask them to number the Method in the correct order.

02.B | Read the instructions aloud.

02.C | Text analysis! Read the instructions aloud.

03.A | Check it out! Read the instructions aloud. Let stds listen to the audio and try to figure out what kind of food the youtuber usually eat.

03.B | The way it sounds! Listen to the audio again. Ask the stds to mark the word stress of the eight words presented as they listen to the audio.

04.A | Grammar Focus. The aim of this exercise is to let stds notice how verbs are commonly used in recipes. Verbs in recipes are usually imperatives.

04.B | Here, tell the stds that Imperative Sentences are useful in many situations. Let them figure out some of these functions present in the advertising posters.

05.A | Active Language. Read the full introduction with the stds. Let them understand the basic steps to produce a recipe. Ask them to follow the instructions.

05.B | What a recipe! Read the instructions aloud. Have stds work in groups. Tell them that the focus on this exercise is to write a full recipe.

ANSWERS 01.B | Check it out! **1-mix; 2-bake; 3-fry; 4-boil; 5-stir; 6-blend;**

ANSWER 02.A | Get Ready to read!

The main ingredient of the recipe is bread. And the correct method order is: 6, 2, 3, 1, 5, 4.

02.B | Letter **C**.

ANSWER 02.C | Text analysis! Sentences **B** and **D** express what Brisma wants to say.

ANSWER 03.A | Check it out! She usually eats **lettuce, omelet and avocado.**

ANSWERS 03.B | The way it sounds! **prepare; breakfast; omelet; avocado; protein; useless; recipes; nutrients.**

ANSWERS 04.A | Grammar Focus. **1. Definition's order:** A, C and B. **2. Place** the grapefruit juice, strawberries, bananas, yogurt, honey, and ice into a blender. **Cover** and **Blend** until smooth.

ANSWERS 04.B | **1.** Advice; **2.** Instruction; **3.** Suggestion;

ANSWERS 05.A | Possible answer: **1** Open the pack; **2** Cook in boiling water for 3'; **3** Add sauce; **4** Enjoy it!;

**THIS MATERIAL WAS PRODUCED FOR EDUCATIONAL ENDS.
IT IS NOT AVAILABLE FOR COMMERCIALIZATION.**

Unit 2

food

01 A

Warming up!

How often do you cook?

Do you usually invite your friends over?

What's your best friend's favorite food? What's yours?

Do you have a bad food habit?

01.B

Check it out!

Look at the pictures below.

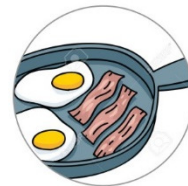
Match them with the corresponding verbs.



1



2



3



4



6



5

_____ **blend**

_____ **boil**

_____ **fry**

_____ **bake**

_____ **mix**

_____ **stir**

Unit 2 food

02 A

READING

Get ready to read!

A recipe is a kind of text with a set of instructions to cook something. Read the text. What's the main ingredient of this recipe?

Order the Method.

Food stories: Bread Pudding *Recipe*

By Bisma Tirmizi - Food Contributor



- This mouth watering dessert hardly takes an hour to make.
-
- My mother made the best caramel pudding and bread pudding, and I
- enjoyed it as the ultimate comfort food. Thus, my search for the best
- 5 bread pudding recipe led me to my mother's kitchen.
-
- Bread is a staple that goes back millenniums, it is commonly believed that
- chefs from yesteryears disliked - like modern times - throwing away leftover
- bread and therefore created innovative recipes both sweet and salty in
- 10 taste to get complete use out of a cooked loaf of bread.
-
- Here it is from my kitchen to yours:
- *Ingredients:*
- • 2 tbsp sugar
- 15 • • 4 eggs
- • 3 to 3 1/3 cups milk
- • 6 bread slices, broken unevenly
- • Sugar to taste
-
- 20 • *Method* (Number the sentences in the correct order):
- () Serve warm with caramel or dulce de leche ice cream.
- () Caramelize the sugar in an oven safe dish, wait for it to
- harden and cool. () In a bowl, beat the eggs. Add milk and bread slices
- and sugar to taste, whisk with a fork. (1) Preheat the oven at 350°C.
- 25 • () Bake for 30 to 40 minutes. () Pour into the bowl with
- caramelized sugar and pop in the oven.

Unit 2 food

02.B

When Brisma says "Bread is a staple that goes back millenniums", she means:

- a) She refers to the world's first bread recipe, three thousand years ago.
- b) Bread recipes didn't change a lot, since the beginning of times.
- c) Bread has been an important kind of food for a long time in human's history.
- d) The oldest world's civilizations produce the best bread.

02.C

Text analysis

What does Brisma mean with the sentence:

"Here it is, from my kitchen to yours"? Check the appropriate options.

- a) Brisma is opening a Bakery. She offers Food Delivery Service.

- b) She wants her readers to feel as friends. She intends to be friendly.

- c) The author invites readers to visit her at home.

- d) Brisma means: *I'm sharing something very intimate with you.*

- e) Brisma is sending the recipe to her readers, by mail.



Unit 2 food

03 A

LISTENING

Check it out!

Listen to parts of this video. It's on Terra Universale Youtube Channel. What kinds of food does she usually eat? Check the pictures.



LETTUCE



FRIES



OMELET



AVOCADO

03.B

The way it sounds.



Now, as you listen again, check the word stress of the following words.

prepare*	breakfast	omelet	avocado
protein	recipes	useless	nutrients

04 A

GRAMMAR

Grammar Focus

1. What's the correct definition of the verbs A, B and C?

A - Place **B - Cover** **C - Blend**

- () to put something somewhere carefully;
- () to mix two or more things together completely;
- () to put something over something else.

2. The text below is an excerpt from an online recipe.
Fill the blanks with the verbs A, B and C above.

_____ the grapefruit juice, strawberries, bananas, yogurt, honey, and ice into a blender. _____, and _____ until smooth.

from: <http://allrecipes.com/recipe>

Unit 2 food

04.B

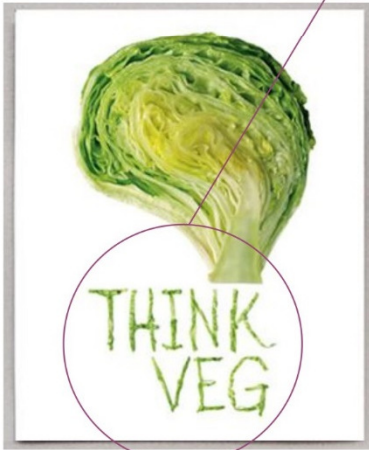
Usually, people say an Imperative Sentence when they want to **make requests, suggestions, commands or to give instructions**. And there are other functions for Imperative. It depends on the situation and its context.

Look at the advertising posters below.

Choose an appropriate function for the Imperative in each one of them.

1. request
 advice
 command

2. command
 suggestion
 instruction



3. suggestion
 invitation
 advice



Unit 2 food

05 A

WRITING

Active language!

a) A recipe is basically a text with instructions to cook something.

Some common features in a recipe:

- **Ingredients:** There's a list of ingredients and how to prepare or mix them.
- **Method / Process:** There's a step by step instruction.
- **Time:** There's information about time: how long it takes to get ready or time of baking.
- **Language:** The verbs in the text are usually imperatives: do, blend, stir, beat.

Now, let's pretend that you are in a internship. It's a food company.

You're required to write a recipe based on four images.

It will be printed in the package. **Show your customers how easy this recipe is.**



1 _____	2 _____	3 _____	4 _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b) **Another task,** create a sentence to promote your product in the web banner below.



Unit 2 food

05.B What a recipe!

First, form groups of 3 or 4 people.

Everyone in the group tells his favorite kind of food and his favorite dish.

Second, the group chooses one dish from those everyone said.

Third, after choosing the right dish, write a full recipe.

TITLE:

TOTAL TIME:

INGREDIENTS:

METHOD:

Four. Give some information about your recipe.

Why did your group choose it? Is it for a special occasion?

What time of the day or what day of the week is it appropriate for?

Tell the class.