

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**Faculdade de Letras – FALE**  
**Programa de Pós-graduação em Estudos Linguísticos – POSLIN**  
**Curso de Especialização em ensino do Inglês – CEI**

Thatia Campolina Pinto Honorato

**LEADING FAMILY INTO ENGLISH WORLD**

**Belo Horizonte**  
**2022**

THATIA CAMPOLINA PINTO HONORATO

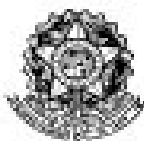
**LEADING FAMILY INTO ENGLISH WORLD**

Trabalho de Conclusão de Curso apresentado como requisito parcial para obtenção do título de Especialista em Ensino de Língua Inglesa, pela faculdade de Letras, da Universidade Federal de Minas Gerais.

Orientador (a): prof.(a) Marisa Mendonça Carneiro

Belo Horizonte

2023



Universidade Federal de Minas Gerais  
Faculdade de Letras  
Curso de Especialização em Ensino de Língua Inglesa (CELELI)

#### ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): **Tathia Campolina Pinto Honorato - Matrícula 2018658349.**

Às 15:20 horas do dia 16 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CELELI) para julgar, em exame final, o trabalho intitulado ...Leading Family into English world, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a (  ) aprovação (  ) reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brigida Caldeira, indicou a (  ) aprovação (  ) reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado(a) (  ) reprovado(a) (  ).

Nota ...65.....

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 16 de janeiro de 2023.

*Marisa Mendonça Carneiro*

*Edelvais Caldeira*

O trabalho atende aos requisitos do curso.

## Resumo do trabalho

*Leading family into English World* foi e ainda continua sendo um processo de reflexão sobre as minhas praticas pedagógicas. Teoria aliada a prática define cada passo desse trabalho. Pode-se concluir que não há um método perfeito que possibilite ao aluno se transformar em bilingue. É necessário conhece-lo na esfera pessoal para que assim todos os aspectos que vier a conhecer da língua Inglesa possa ser agregado a sua experiencia de mundo.

Quanto ao discente, o mesmo deve focar no relacionamento com seu aluno e não se impor como uma única fonte de informação. Sendo assim, o aluno se sentirá confiante para arriscar a tomar as rédeas do seu próprio processo de aprendizagem.

**Palavras-chaves:** práticas pedagógicas, experiencia de mundo, processo de aprendizagem.

Leading family into the English World was and still is a process of reflection on my pedagogical practices. Theory combined with practice defines each step of this work. It can be concluded that there is no perfect method that allows the student to become bilingual. It is necessary to get to know them in the personal sphere so that all the aspects that you come to know about the English language can be added to your experience of the world.

As for the student, he should focus on the relationship with his student and not impose himself as a single source of information. Thus, the student will feel confident to risk taking the reins of their own learning process.

**Key-words:** pedagogical practices, worldview, learning process.

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## Introduction

I came from a family of educators. Not English ones but educators nonetheless. They have always been my inspiration to enter into this world and UFMG is a tool to achieve excellence. So, this paper is to honor my family and also a promise to continue on the path of professional development.

Paul Freire, a prominent educator, once said:

“Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.”

This knowledge is, a lot of times, identified in the surroundings of the learner. Meaning, each part that composes the world of the student, once comprehended in another language, it can be communicated. Better yet, this world is ready and strong to constantly stimulate the learner to acquire a foreign language. Family is the entrance “door” to the world of language learning. So, in my opinion, learning takes place in an English classroom when the student is able to see the relevance of the content in their own daily lives. Therefore, the different settings are: house, school, park, club, parties and so many others...

When developing any textbook unit, either this one or another, the motivation is the same. My material, once presented to my students, need to have room for them to analyze, discuss in order to understand. It is a material that works as a support to a lesson that stimulate the development of all the linguistics abilities such as: listening, reading, writing and speaking. The instructor is guided to look beyond the pages in order to deliver a productive lesson.

At times, I like to include another important concept which comes from Bloom’s taxonomy. Whenever my students start to study my material, it is necessary to always remember what was studied. From remembering, students must understand and then apply, analyze, evaluate and create.

The units are divided into sections: warm up is on (it activates prior knowledge in order to start a discussion), vocabulary is on, grammar is on, reading is on, listening is on, speaking is on and finally writing is on.

The public to which this material is produced for are A1 students, 6<sup>th</sup> grade from a regular school. Regular schools don’t take into consideration the language level of the students. So, a group of learners has a mix of language levels: meaning, there are students

with advanced level, others with intermediate and basic level. The challenge, therefore is to plan a lesson that could encompass at least a little bit all of the students.

Which is why some activities in the units are basic level exercise. However, through a basic level exercise, the instructor is guided to use it in another activity that is more suitable to other levels of language.

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## UNIT 1 - MEET MY FAMILY

### WARM UP IS ON

1) Look at the photos and answer the questions:



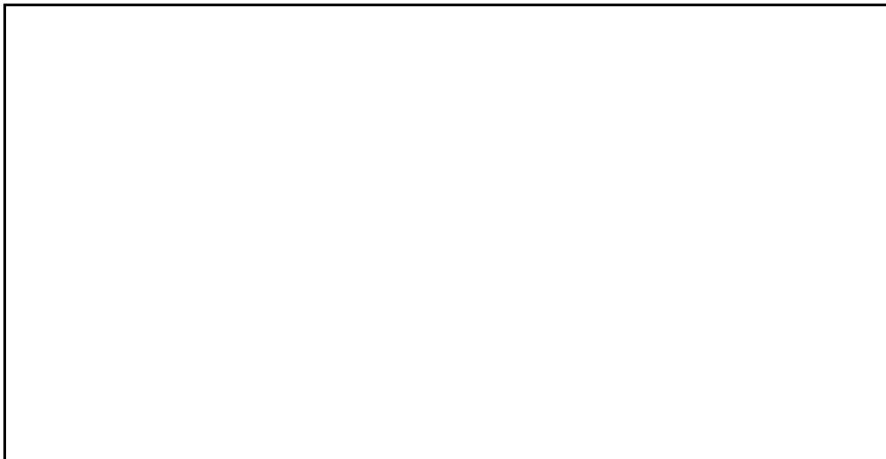
Access at: <https://www.slideshare.net/lavoriscuola/different-types-of-families-102430557>

- Are the pictures different? If yes, describe the difference.
- What topic do the pictures is trying to convey?

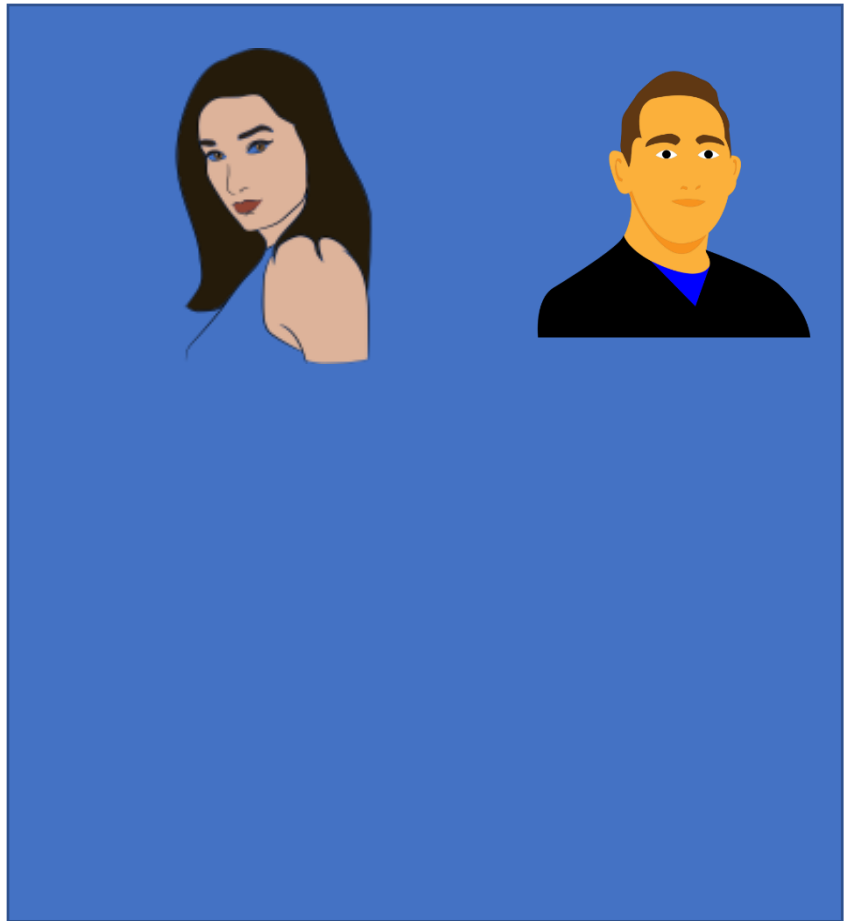


Access at: <https://www.slideshare.net/lavoriscuola/different-types-of-families-102430557>

2) Draw below your family tree. Is your family similar to picture 1 or 2?

A large, empty rectangular box with a black border, intended for drawing a family tree.

VOCABULARY IS ON



1) Listen to the word and complete with the missing letters:



A) \_\_\_ THER

Link: [https://youtu.be/45\\_ojMsOn3w](https://youtu.be/45_ojMsOn3w)



B) MO \_\_\_ HE \_\_\_

Link: <https://youtu.be/2zmmtaMgqzc>



C) SI \_\_\_ T \_\_\_ R

Link: <https://youtu.be/GE5izcRr7uQ>

2) Look at the picture of Mark's family tree in the previous page and answer the questions:

What is your name?

- a) My name is Mark.
- b) His name is Toby.
- c) Her name is Juanita.

LET'S TEST  
YOU!

What is your father's name?

- a) Her name is Leslie
- b) His name is Peter.
- c) Her name is Linda.

What is your mother's name?

- a) Her name is Linda.
- b) His name is Leslie.
- c) Her name is Peter.

What is your sister's name?

- a) My sister's name is Linda.
- b) My sister's name is Leslie.
- c) Her name is Peter.



**3) Put the words in the order to make questions. Then, answer the question using your information.**

**Mark:** your / name / What / ? / is.

\_\_\_\_\_.

**You:** My name is \_\_\_\_\_.

**Mark:** your / father's name / is / What / ?.

\_\_\_\_\_.

**You:** \_\_\_\_\_.

**Mark:** mother's name / is / What / your / ?

\_\_\_\_\_.

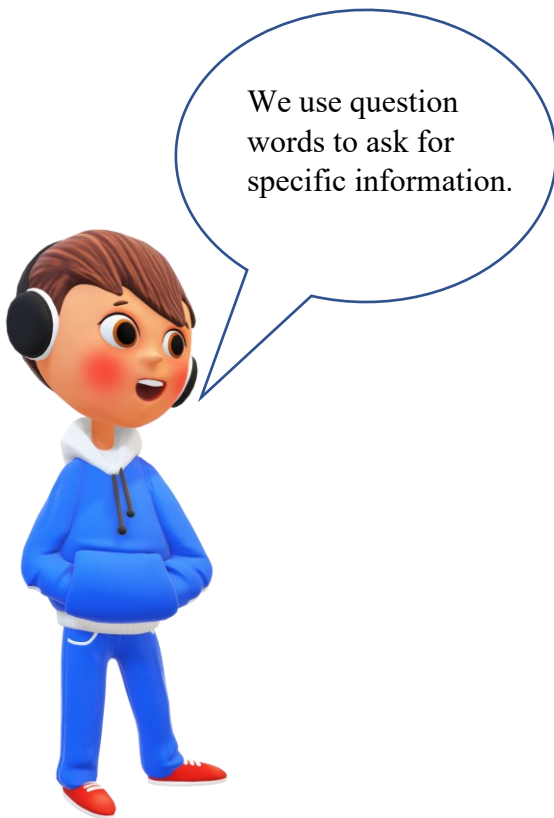
**You:** \_\_\_\_\_.

**Mark:** is / your / What / sister's name /?

\_\_\_\_\_.

**You:** \_\_\_\_\_.

GRAMMAR IS ON



<b>WHAT</b>	Ask information about something. Example: - <b>What</b> is your name?
<b>WHERE</b>	Ask information about a place: - <b>Where</b> is my father?
<b>WHO</b>	Ask information about a person: - <b>Who</b> is your mother?
<b>WHEN</b>	Ask information about time of a specific event: - <b>When</b> is your sister's birthday?

1) Fill in the gaps using the words below:

who – When – present - father

**Mark:** Leslie, where is our \_\_\_\_\_?

**Leslie:** Our father is at home.

**Mark:** I need to know about Mom's birthday.

**Leslie:** \_\_\_\_\_ is it?

**Mark:** It is on Friday.



**Leslie:** What \_\_\_\_\_ does she want?

**Mark:** Father is buying it for her.




**Leslie:** And \_\_\_\_\_ is going to give it to her?

**Mark:** Me, of course.


## 2) Match the questions with the answers:

- |                                    |                          |
|------------------------------------|--------------------------|
| a) What is your name?              | 1) My father is at home. |
| b) Who is going to give it to her? | 2) My name is Mark.      |
| c) When is your mother's birthday? | 3) Me, of course.        |
| d) Where is your father now?       | 4) It is on Friday.      |

## 3) Choose the correct alternative to complete the questions below:

	<p>_____ is he? He is my brother.</p> <p>a) Who      b) When      c) Where</p>
	<p>_____ is my car? My car is at my sister's house.</p> <p>a) When    b) Where    c) What</p>
	<p>_____ is that? This is my present.</p> <p>a) Where    b) What    c) When</p>

\_\_\_\_\_ is your mother's birthday? It is in June.



a) What                      b) Who                      c) When

## READING IS ON

1) Look at the photo. Is the family happy? What are they doing?



Access at:

[https://stock.adobe.com/br/search?as\\_audience=idp&as\\_campaign=Freepik&get\\_facets=1&order=relevance&safe\\_search=1&search\\_page=0&as\\_content=api&k=family+vector%2C+stick+figures&filterscontent\\_typezip\\_vector=1&tduid=bce0f4afb3e8b1cd01707f893f7b4aa&as\\_channel=affiliate&as\\_campclass=redirect&as\\_source=arvato&asset\\_id=219530954](https://stock.adobe.com/br/search?as_audience=idp&as_campaign=Freepik&get_facets=1&order=relevance&safe_search=1&search_page=0&as_content=api&k=family+vector%2C+stick+figures&filterscontent_typezip_vector=1&tduid=bce0f4afb3e8b1cd01707f893f7b4aa&as_channel=affiliate&as_campclass=redirect&as_source=arvato&asset_id=219530954)

Look at the brochure and answer the questions:



Access at: <https://ww5.cityofpasadena.net/city-manager/wp-content/uploads/sites/37/2016/06/Family-Fun-Day-May-2015.jpg>

1) **What** is the name of the event?

\_\_\_\_\_

2) **Where** is the event?

\_\_\_\_\_

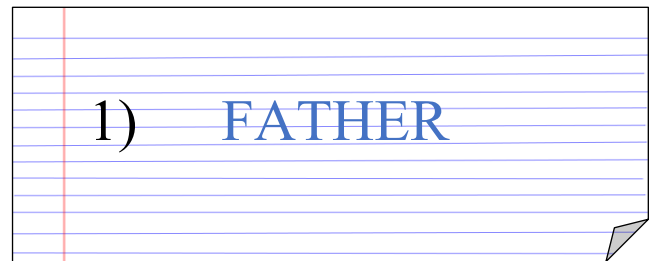
3) **What** are the activities at the event?

\_\_\_\_\_

4) **When** is the event?

3) **Play the spelling game**

Number 1: F-A-T-H-E-R



## LISTENING IS ON

Look at Madrigal family. Match the letters with the numbers:



1. Mirabel (a)
2. Cousin Antonio \_\_\_\_\_
3. Sister Isabela \_\_\_\_\_
4. Mirabel's father \_\_\_\_\_
5. Mirabel's mother \_\_\_\_\_
6. Cousin Camilo \_\_\_\_\_
7. Uncle Felix \_\_\_\_\_
8. Aunt Pepa \_\_\_\_\_
9. Sister Luisa \_\_\_\_\_
10. Cousin Dolores \_\_\_\_\_
11. Grandmother \_\_\_\_\_





**Listen to the audio about the Madrigal Family. Then choose the correct alternative below:**

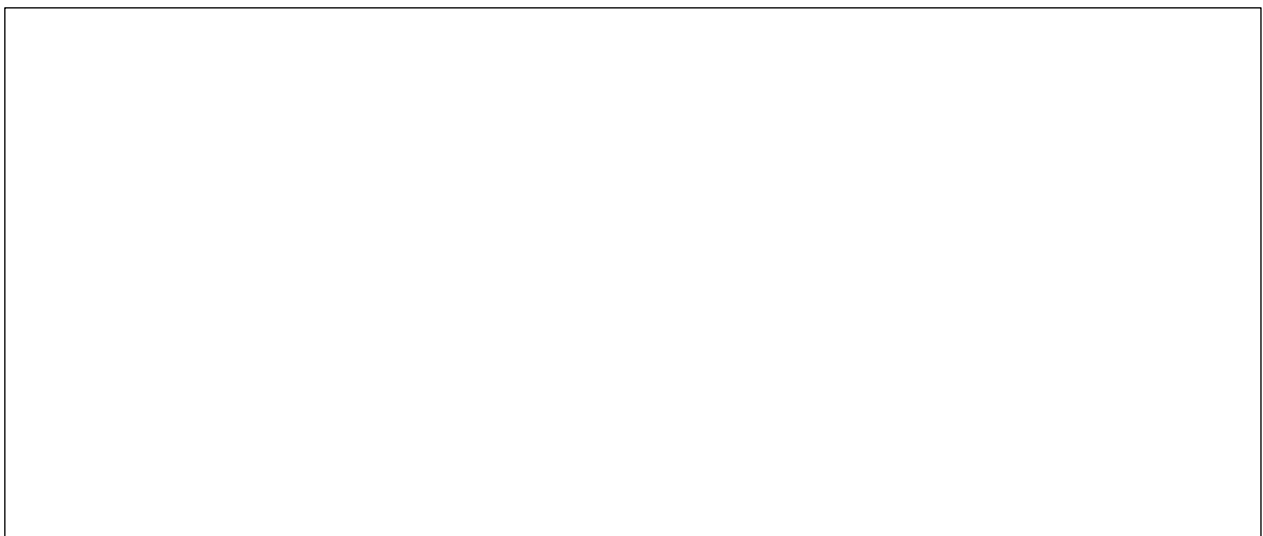
Link: <https://www.youtube.com/watch?v=JuiWLKe638Q>

- 1) Where does the Madrigal family live?
  - a) In the United States
  - b) In Encanto
  - c) In Colombia
- 2) Who is Bruno's mom?
  - a) Alma
  - b) Pepa

**Now, write the answers to the following comprehension questions:**

- 3) Who are Bruno's sisters? \_\_\_\_\_
- 4) Who is married to Pepa? \_\_\_\_\_
- 5) Who is Bruno's nephew? \_\_\_\_\_
- 6) Is Dolores Bruno's niece? \_\_\_\_\_
- 7) Who is married to Julieta? \_\_\_\_\_
- 8) What are the names of Julieta's children?  
\_\_\_\_\_



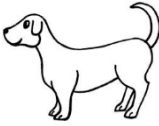

**Draw Madrigal's family tree below according to the audio from the previous activity.**



## SPEAKING IS ON

Make questions using “WHO”, “WHAT” and the topics below according to the example:

- What is your favorite pet?
- What is the name of your brother?

<p><b>Favorites</b></p>  <p>Who: What:</p>	<p><b>Likes</b></p>  <p>Who: What:</p>
<p><b>Pets/Animal</b></p>  <p>Who: What:</p>	<p><b>Family</b></p>  <p>Who: What:</p>

### INTERVIEW TIME

#### GROUP A

You are reporters. Ask at least 3 questions made on the previous exercise to the other group.

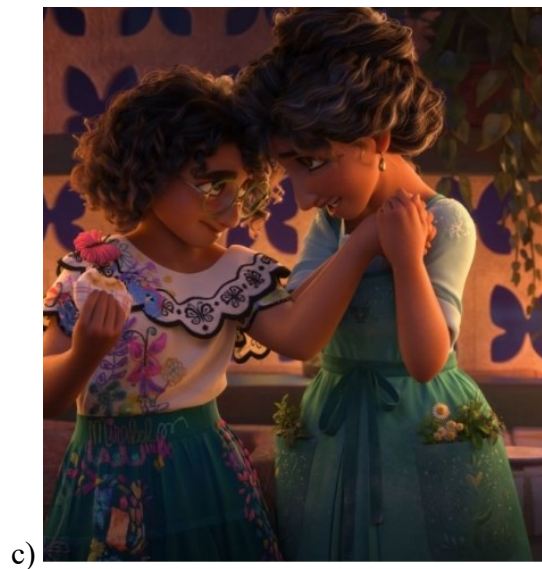
#### GROUP B

You are going to answer the questions made by group A.

**After that, group B ask 3 questions to the members of group A.**

## WRITING IS ON

Match the pictures with the correct description:



1) Mirabel eats a snack. Her mother talks to her.

2) Mirabel receives presents.

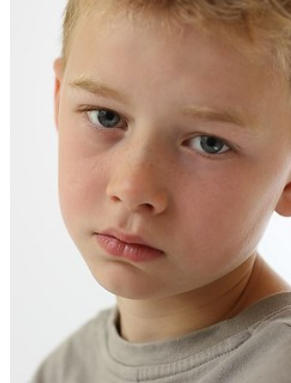
3) Mirabel talks to Antonio, her cousin.

**2) Read below the opinion of boys and girls about the movie “Encanto”.**



I love the movie  
“Encanto”. Antonio is my  
favourite character.

- Derek



I don't like the movie. It is too much singing.

- Pedro



It is a movie for the whole family.  
My brother wants to be Bruno.

- Joyce

**Write below “D” for Derek, “J” for Joyce and “P” for Pedro according to the opinions above.**

- a) He likes the movie. Antonio is his favorite character. \_\_\_\_\_
- b) She thinks “Encanto” is for the whole family. \_\_\_\_\_
- c) He thinks there is too much singing in the movie. \_\_\_\_\_

**3) Write your opinion about the movie “Encanto”. Do not forget to write one reason why you like it or not.**

**UNIT 2 – LET'S HAVE A PICNIC TOGETHER!**

**WARM UP IS ON**

**Check below the food that should be included at mark's family picnic.**



**MY FAMILY LOVES  
PICNIC!  
WE HAVE ONE ON  
SUNDAY.  
HELP ME PREPARE A  
FOOD BASKET.**



VOCABULARY IS ON

1)



2)



3)



4)



5)



6)



Match the picture with the correct name:

a) Ice Cream

b) Fruits

c) Rice and beans

d) Bread

e) Orange Juice

f) Cake

## GRAMMAR IS ON

1) Mark True (T) or False (F) according to the picture below:



- a) Albert does not like cake ( )
- b) Alice does not like cheese. ( )
- c) Albert doesn't like fruits ( )
- d) Alice doesn't like ice cream ( )
- e) Alice doesn't like popcorn. ( )

- f) Albert doesn't like soda. (    )  
 g) Alice likes milk. (    )

**2) Correct the sentences from activity 1 that are false.**

- a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_  
 e) \_\_\_\_\_

**2) Read and repeat:**

I like to / I don't like to + complement

**I like to / I don't like to sing.**

I like / I don't like + complement

**I like / I don't like chocolate.**

**Question form**

**Do I / you / we / they like chocolate?**

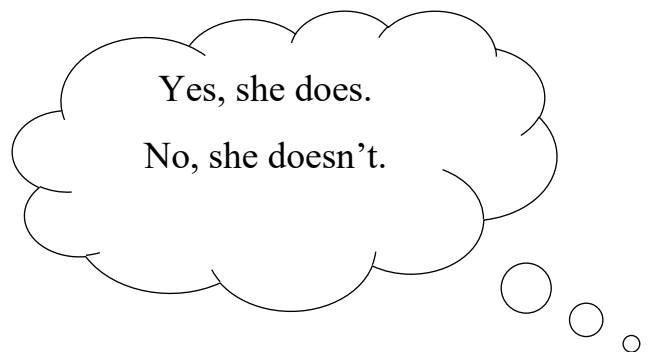
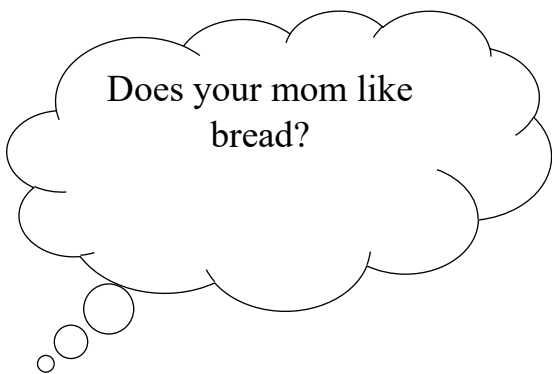
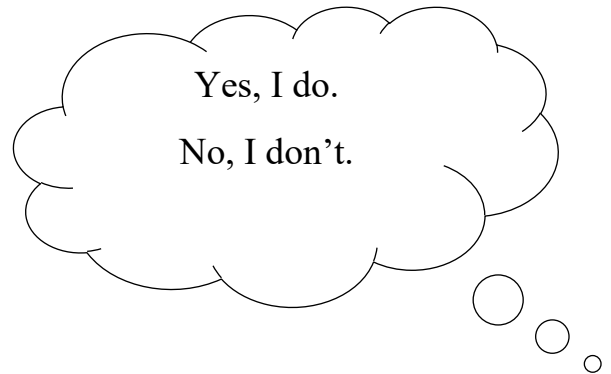
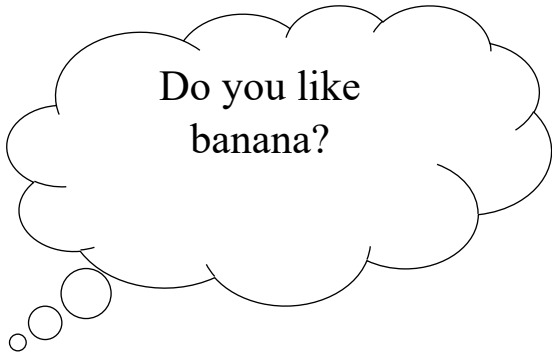
**Does she / he / it like chocolate?**

Yes, I / you / we / they do.      No, I / you / we / they don't.

Yes, she / he does.                  No, she / he doesn't.



**3) Ask and answer three people in your family about food they like. Here are two examples:**



**READING IS ON**



Access at: <https://i.pinimg.com/originals/be/f1/eb/bef1eb71fa8dce3b2ccc58a1ce45b432.jpg>

**1) LOOK at the picture above and answer the questions:**

- a) Do you know the characters from this picture? \_\_\_\_\_
- b) What are they doing? \_\_\_\_\_
- c) Name at least one food illustrated in the picture.  
\_\_\_\_\_

**2) READ the poster below and answer the following exercises:**

2018  
MENIFEE FAMILY  
CAMP OUT  
LA LADERA PARK

**FAMILY CAMP OUT**  
**AT LA LADERA PARK**

JULY 21 - JULY 22

29629 La Ladera Road Menifee CA 92586

Scavenger Hunt  
Family Competitions  
Dinner & Breakfast  
Moonlight Movie  
Campfire & S'mores  
Picnic Games

Check in Saturday @ 3pm / Check out Sunday @ 12pm

Register Today!  
\$50/Family of 4 or \$13/Individual  
Remember to pack a tent, flashlights, sleeping bag & some bug spray!

For s'more information: (951) 723-3880  
Register at [www.cityofmenifee.us/register](http://www.cityofmenifee.us/register)

**MENIFEE**  
COMMUNITY  
SERVICES

**BJ's**  
RESTAURANT  
BREWHOUSE

**- Where is the event?**

- a) The event is at Menifee.
- b) The event is at Restaurant Brewhouse.

c) The event is at Ladera Park.

- **What are the activities? Write F for False and T for True.**

a) Picnic Games ( )

b) Saturday ( )

c) Campfire & Smores ( )

d) July ( )

**3) And you? Do you like picnics? What do you like to eat at a picnic?**

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**LISTENING IS ON**

1) Write 1,2,3,4 in the corner box to put the pictures in order.



## 2) Listening to two friends planning to go on a picnic.

Link: <https://vimeo.com/792327356>



### WRITE (A) for Angela and (C) for Claire.

- a) She is going to the beach on Sunday with her family. (    )
- b) She would like to do something on Saturday. (    )
- c) She doesn't like coke. (    )
- d) She suggested to go to a park (    )
- e) She is going to invite her classmates. (    )

### 3) In pairs, review the dialogue between the two friends. Add another character and what she could bring to the picnic.



SPEAKING IS ON

**1) READ the dialogue below. One friend invites another to a picnic.**

**Holly:** Hi, Stacey!

**Stacey:** Hi, Morgan!

**Holly:** Let's go to a picnic on Saturday!

**Stacey:** I love it! What time?

**Holly:** Let's go at 09:00am.

**Stacey:** Do you like fruits, juice and sandwiches?

**Holly:** I don't like juice. I like soda. ok?

**Stacey:** ok, I bring the food and you bring the soda.

**Holly:** It is a plan!

**Stacey:** See you there!

**Holly:** See you.

**2) Now, you are going to plan a picnic among friends.**

**STUDENT A**

**YOU ARE PLANNING A PICNIC. CALL STUDENT B TO INVITE HIM AND TO DISCUSS DETAILS OF THE PICNIC. ASK HIM WHAT KIND OF FOOD HE LIKES AND DOES NOT LIKE.**

**3)  
Ask**

**STUDENT B**

**YOU GOT A CALL FROM STUDENT A ASKING YOU FOR A PICNIC. HELP HIM TO ORGANIZE THE EVENT. SUGGEST TO INVITE OTHER FRIENDS TO JOIN THE EVENT.**

**your classmates to compare a picnic made with friend from a picnic made with family. Here is an example:**

Do you like picnic with friends or with family members?

I prefer a picnic with family.

1) READ the invitation below:

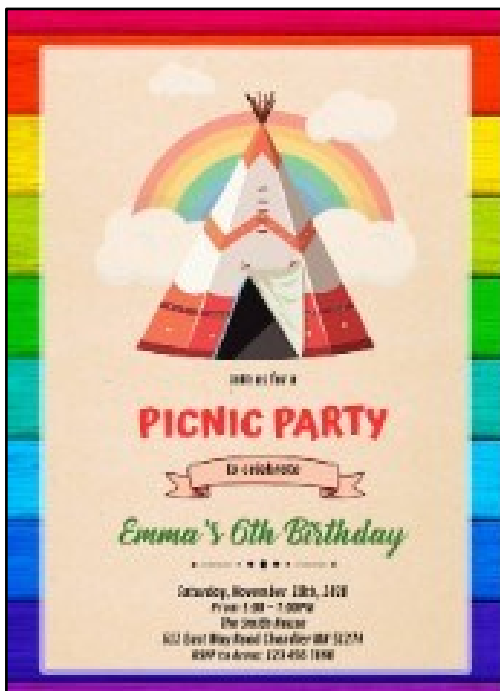
TEAM TBAY PICNIC IN THE PARK  
INVITATION

WHO: All TBAY families  
WHEN: Saturday, November 21, 2015  
TIME: 11:00 am - 3:00 pm  
WHERE: John Chestnut Sr. Park Shelter #3  
2200 Eastlake Road  
Palm Harbor, FL 34685  
WHAT TO BRING: Everyone will need to bring a CHAIR.

2) MAKE a picnic flyer using the information in the previous exercise.  
Here are some examples:



SAMPLE 1



SAMPLE 2

3) Complete the flyer below with the information of the party you are organizing.



Access at: <https://br.pinterest.com/pin/31525266129334884/visual-search/?imageSignature=d3866b77e0095093c7a622105bd375f8>

## TEACHER'S BOOK

### UNIT 1 LEARNING OUTCOMES

In Unit 1, learners learn to:

- Talk about their family;
- Ask questions using WH-questions;
- Answer the questions;
- Understand movie review;
- Express their own opinion about a movie

Show a picture of your own family. Point to your mom and say “This is my mother”. Point to your father and say “This is my father”. Point to other members of your family and say “This is my \_\_\_\_\_.”

Say open the book page 5. Ask learners to look at the pictures and point which picture is similar to the one you showed before.

In pairs, learners discuss the questions from the page. They talk and after some time, the group makes a circle in order to check what was discussed.

**Homework:** Ask the students to draw their family members.

### VOCABULARY IS ON

Point to the boy on page 6 and ask: “Who is this boy?”. Write the question on the board. Then ask again in a different way: “What is the name of this boy?”

Point to the picture of Mark’s family. Write the questions on the board: “What is the name of Mark’s mother?” or “Who is Mark’s mother?”. Repeat the questions as a drilling. Here are the questions:

“What is the name of Mark’s father?” or “who is Mark’s father?”

“What is the name of Mark’s sister?” or “Who is Mark’s sister?”

Ask learners to open the book page 6. Read the exercise number 1. Play the audio at least 2 times. Learners have to complete the words with the missing letters.



Point to Mark, the character from the book. Ask students to imagine Mark being their friend and to picture different scenarios in which each learner interact with the character Mark. The scenario from number 2, page 7 is that Mark is about to meet each one of the learners. Brainstorm what kind of questions would they ask the character. After the discussion, ask learners to open the book and, in pairs, they have to choose the correct alternative.

**Key answers: A – FATHER B – MOTHER C – SISTER**

Ask students to close their books. Write in a random order the words “your” “name” “is” “What”. Choose a student to come to the board and put the words in order to make an appropriate question.

Repeat the procedure with other students. But at each time a learner comes to the board, replace “name” with “mother’s name”, “father’s name”, “brother’s name”, “sister’s name”. Challenge the class to think other family members name such as: cousin, uncle, aunt, grandma and grandpa.

**Key: a – b – a – b**

After drilling with the learners, ask them to open the book on page 7, number 3. Explain they have to put the words in the correct order and the answer is about their own life and their family members.

**Key: What is your name?**

My name is \_\_\_\_\_.

**What is your father’s name?**

My father’s name is \_\_\_\_\_.

**What is your mother’s name?**

My mother’s name is \_\_\_\_\_.

**What is your sister’s name?**

My sister’s name is \_\_\_\_\_.

## Grammar is on

Say to the class. “We are in the classroom”. Classroom is a place and for a question format, the correct WH-questions would be “Where”.

Point to another student and say “you are student”. Student is a person and for a question format, the correct WH- word is “Who”.

Draw on the board a Christmas tree. Point to it and ask: What is it? Say that “what” refers to an object. After the answer, ask another question: “When is Christmas?” Say that “When” refers to time.

Tell students to open book on page 8 and, in pairs, fill the gaps with the words written on the table. During the activity, go around the room to check comprehension.

### Answer key:

**Mark:** Leslie, where is our **father**?

**Leslie:** Our father is at home.

**Mark:** I need to know about Mom’s birthday.

**Leslie:** **When** is it?

**Mark:** It is on Friday.

**Leslie:** What **present** does she want?

**Mark:** Father is buying it for her.

**Leslie:** And **who** is going to give it to her?

**Mark:** Me, of course.

After completing the assignment on page 8 , ask the students to role-play. Tell them that one of them is Mark and the other one is Leslie. After reading once, they swap roles and read it again.

Point to our book character “Mark”. Then, ask the question: Who is he? Show the flashcard of Mark’s mother and also ask: “Who is she?”. Then, show the flashcard of Mark’s father and ask the question: “What is his name?”. Finally, show the flashcard of Mark’s sister and ask: “What is her name?”

Ask learners to open book on page 9. Tell them that number 2 is to review what have

## Key answer: page 9, number 2

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

Write on one side of the board the words “who” “what” “where” “when”. On the other side, write “object”, “person”, “time” and “location”. Separate different slips of paper and write on them: “brother”, “sister’s house”, “present” and “June”. Put these papers on a plastic bag or a mystery box. Choose one learner to get one piece of paper and decide if the word written on it is a location, person, time or object. For e.g: it says on the piece of paper “brother”, the learner is supposed to match brother with the person. Then, connect person with the correct WH-question word (have the learner to come to the board for the exercise). In this case, “Who”. Each time, ask a different learner to do the same process.

### Student’s book – page 9 (number 3)

After practicing for a while the previous activity, ask learners to pair up and do the activity on page 9, number 3.

## Key answer: page 9, number 3

- *Who is he? He is my brother.*
- *Where is my car? My car is at my sister’s house.*
- *What is that? This is my present.*
- *When is your mother’s birthday? It is in June.*

## READING IS ON

Ask learners if they like to travel with their families. If yes, choose some learners to share some experiences. To help with the discussion, show some pictures of families at the beach, at the farm or even at Disney. At each picture, say “This family traveled to the beach”, “This family traveled to the farm” “This family traveled to Disney”. Write on the board “My family traveled to \_\_\_\_\_” and ask learners to complete with their own traveling experience.

### **Student's book – page 10**

Ask learners to open the book on page 10. Instruct them to look at the photo and give them some time to think of the answers “Is the family happy?” “What are they doing? Ask for a volunteer to share the answer with the whole class.

#### ***Possible answers:***

*Is the family happy?*

- *Yes, they are.*
- *No, they are not.*

*What are they doing?*

- *They are traveling*
- *They are camping.*

Ask learners to look at the flyer. Elicit from them to talk the theme of the flyer. Point to the information on the flyer regarding the “When”, “What”, “Where”.

Separate the class into smaller groups and have them read the text and answer the questions. As an instructor, walk around the room to monitor the learners’ progress in their reading.

### **Key answer – page 11 – Reading comprehension text**

- 1) ***What*** is the name of the event? *Family Fun day.*
- 2) ***Where*** is the event? *45 E. Washington Blvd, Pasadena. CA 91103*
- 3) ***What*** are the activities of the event? *Arts, Craft and games.*
- 4) ***When*** is the event? *Saturday, May 23, 2015.*

#### **Spelling game**

- Still in groups, instruct learners to open their notebooks and listen carefully to spelling of words that were taken out of the previous reading text.
- Play the audio three times and have the learners to write on their notebook. To make the activity more dynamic, the group that gets the most answers right is the winner

**Key answer: 2) MOTHER 3) MECHANIC 4) NURSE 5) CAR SHOP 6) CANADA**

## LISTENING

Ask learners if they have watched the movie “Encanto”. If so, ask them to describe their favorite scene. If not, ask why they didn’t like it.

### Student’s book, page 12

- Point to the picture of the Madrigal family. Say “This is Mirabel. And this is her Grandmother”.
- Point to another family member and ask “Who is he?” Wait until someone answer. Repeat the process with all the family members represented in the picture. In case of no answer, or someone just say the name itself and not a family member vocabulary, scaffold this process by asking “Is this family member Maribel’s father?”
- Finally, ask learners to match the letters from the pictures to the numbers.

### KEY ANSWER – LISTENING – PAGE 12

2. *Cousin Antonio* - **B**
3. *Sister Isabela* - **D**
4. *Mirabel’s father* – **J**
5. *Mirabel’s mother* - **K**
6. *Cousin Camilo* - **C**
7. *Uncle Felix* - **G**
8. *Aunt Pepa* – **I**
9. *Sister Luisa* - **H**
10. *Cousin Dolores* - **E**
11. *Grandmother* - **F**

- Before the audio, ask learners to read the questions on page 13. Instruct them to understand the questions before listening to the audio. After some time of reading, play the audio and stop to check understanding. Ask who was able to comprehend in order to answer the question. Allow student to share answers with the entire class. Continue in this process until the end of the audio.
- Ask learners to pair up and exchange books. Play the audio again and have one learner correct the questions of the other learner (peer-editing).
- Learners get their own book back. Still in pairs, play the audio again and correct what was done.

### KEY ANSWER – PAGE 13 – LISTENING

Where does the Madrigal family live? *b) In Encanto*

*Who is Bruno's mom? a) Alma*

Aaaa

*Who are Bruno's sisters? Pepa and Julieta*

*Who is married to Pepa? Felix*

*Who is Bruno's nephew? Camilo*

*Is Dolores Bruno's niece? yes*

*Who is married to Julieta? Agustin Madrigal*

*What are the names of Julieta's children? Isabela, Luisa and Mirabel*

Say to the learners that the next activity's goal is to review what have been studied so far. They are supposed to draw, from what they understood from the previous listening activities the Madrigal family tree. They are so supposed to write the name of each family member. It is necessary to use the language unit: father, mother, brother, sister, uncle, aunt, cousin, nephew, niece.

## SPEAKING

Write on the board "I like the color Blue". Then ask learners "Who likes the color blue?" After someone respond, conclude: "We have the color blue in common." Drill with another object. E.g: "I like chocolate". "Who likes chocolate?" After someone respond, make the same conclusion: "We have chocolate in common."

Ask students to open the book on page 14. Point to the title "What do we have in common?"

Explain the pictures on the table. Assist the learners to make The questions. Learners may use "who" or "what" When writing the questions. It is not necessary to write 2 questions for each picture.

**Possible questions:**

- Who is your favorite singer/band?
- What is your favorite TV show?
- What is your favorite pet?
- Who has a pet?
- What do you like to eat?
- What is your favorite holiday?
- What is your mother's name?
- What film are you going to watch?
- Who lives in a house?
- What color is your house?

(other) – It can be any other subject. E.g: who likes to play Roblox? / What do you like to do in your free time?

**INTERVIEW ACTIVITY**

Separate the class into 2 groups. Group A and B. The first time around, group A chooses 3 questions made on the previous activity to ask to the members of group B. The activity must be repeated, but now group B chooses 3 questions to ask group A.

# TEACHER'S BOOK

## UNIT 2 LEARNING OUTCOMES

- Review family vocabulary;
- Learn about food vocabulary;
- Express likes and dislikes;
- Learn how to invite someone to an event like the picnic .

### WARM UP

Remind students about Mark and his family from previous unit.

For this unit, inform students that Mark is preparing a picnic with his family.


Show some flashcards of food and ask the following questions:

- *What food is this?*
- *Do you like it or not?*
- *Do you think this is appropriate for a picnic?*

At each flashcard, choose a different student to answer the questions.

Say open the book on page 17. Explain students to choose from the pictures, the ones that are appropriate to take to a picnic.

### VOCABULARY

-  Ask students to pair up to do the exercise on page 18. Give some time for each pair to match the correct word to its picture.

#### ANSWER KEY:

- |       |       |
|-------|-------|
| 1 – F | 4 - D |
| 2 – A | 5 – B |
| 3 - C | 6- E  |



## GRAMMAR IS ON

→ Say open the English book on page 19. Point to the picture of the boy and call out a student to ask: “What is the name of the boy?”

→ Call out another student and ask: “What is the name of the girl?”

→ Proceed calling students. At this time, drill with the learners:  
“Student A, show me the **cake** on this picture.”

“Student B, show me the **fruits** on this picture.”

Keep the sentence structure, only changes the food vocabulary illustrated on page 19.

→ After drilling, pair the students up and ask them to do the exercise on page 19. Have students observe carefully the picture in order to write true (T) or false (F).

### ANSWER KEY:

#### NUMBER 1

- A) F
- B) T
- C) T
- D) F
- E) F
- F) F
- G) F

#### NUMBER 2:

- a) Albert likes cake.
- b) Alice likes ice cream.
- c) Alice likes popcorn.
- d) Albert likes soda.
- e) Alice doesn't like milk.

→ Write on the board sentences using the examples from page 20. Underline the structure of like, don't like and question form.


→ Ask learners to copy in their notebook.

→ Read the sentences to the class and ask them to repeat. Drawing students' attention back to the previous page, make sentences using “I like” structure illustrated on page 19 . Here are some examples:

“ I like fruits.”

“Do you like cake?”

“ I don’t like ice cream”

 Ask learners to use the same sentence structure of “I like” from number 2 to do number 3. Point the examples given. In pairs, one student can ask the question given on the page as an example to the other student. Then, they can take turns. This exercise can be done as homework assignment.

## READING

Ask students to look at the picture on page 21. Elicit reactions of learners related to the pictures. Assist by asking questions such as:

*“Do you know who they are?”*

*“What is the name of the father?”*

*“What is the name of the mother?”*

*“What is the name of the kids?”*

*“Do you like watching them on TV?”*

*“Does anyone know the story of this family?”*

After the discussion, ask the learners to answer the questions from page 22.

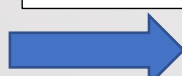
## ANSWER KEY

### 1) Possible answers

- yes / no

- They are having a picnic.

- Apple / Grape / Sandwich / pasta.

 Before moving on to number 2, ask learners: “Do you like picnics with family or friends?” Elicit answers from students.

After some time with the discussion, ask learners to open the book on page 22, number 2. Explain that the poster is about another picnic event. In pairs or groups, ask learners to do the exercise.

Having discussed different scenarios of a family or friends picnic, ask learners to answer number 3 by remembering possible picnics that took place in their own lives.

## **LISTENING**

Separate the class into groups. Point to the pictures on page 23. Ask learners to discuss with your peers the sequence for the pictures.

After some time, ask the groups to share their response.

Make sure to inform learners the importance of understanding story sequence in order to understand which character is communicating with who.

As an example, play the audio of two friends planning a picnic. Stop at each character and elicit from learners “who was speaking: Claire or Angela”. Play the audio again and ask learners to complete A for Angela and C for Claire.

## ANSWER KEY: PAGE 23

- 2 a) A  
b) C  
c) A  
d) C  
e) C

→ Separate the class into groups and ask to add another character to the story of Angela and Claire. During the activity, go around the classroom and assist the groups as needed.

→ After some time, each group presents the story to the entire classroom.

### SPEAKING

- Remind the learners of the story of Angela and Claire. Point out they wanted to have a picnic among friends. Now, ask the learners to read the dialogue that shows how to invite a friend to a picnic.
- Having that in mind, pair the classroom up. Explain that one student is A and the other student is B. Read with the class the instruction on page 24 and model the role play if necessary.
- Classroom presentation is not required, but suggest the pairs to role play for the teacher in order to make room for some feedback.
- As soon as the pairs finish the role play, instruct them to proceed to number 3. Point to the examples and explain that they could take turns of asking and answering the questions to each other.

### WRITING

- Ask learners to open the book on page 25. Start a classroom reading. Choose different students to play the role of a friend.
- After reading, proceed to number 2. Explain they must use the information on number 1 to do the flyer.

Review wh-words such as “Who” “What” “When” “Where”, if necessary.

For the writing assignment, the student needs to write a message to a friend or family member inviting to a picnic. It is important to include when is the picnic, where is the picnic, who is at the picnic and what food and activities are going to be at the picnic.

- ➔ Once the writing assignment is complete, put the class in groups. Have them read the writing assignment to each other. Write on the table, the name of the student and the information given by him. Students may express their opinion about the quality of the message written by their classmates.

## Rationale

In order to develop the framework of the units, it was taken into consideration the age range of the students and also the environment. The regular school has groups of students with different language level. Unit 1 was about family. This is a theme that a 11-year - old child experiences daily. In other words, learning this chunk of vocabulary helps him to develop input which is the starting point for learning to begin. For example, instead of using L1 to tell the story of how the day went yesterday at home, he could use L2 to perform this same process.

The warm up portion of the unit 1 assists learner to start thinking about the main topic which in this case is family and related it to its own. Also, the images lead students to think about how society deals with the matter of family.

For 6th grader, the level of discussion may not be well developed, if it is this case, the objective of the unit is to start the process of refining this skill of starting a discussion.

Once the learner is ready to move to the vocabulary section, the matter of his own family will be well established in his mind. So, for some 6th graders, the vocabulary section is to learn for the very first time the words such as: mother, father, brother and sister. For others within the same group, such vocabulary is only review.

Both warm up and vocabulary are part of schema theory. According to the psychologist Bartlett (1932):

"Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences."

Even though the student may not have the appropriate language level to engage in a discussion at the warm-up level, the schema is been established at this stage. For some learners, for lack of language knowledge may not understand what the schema is. For such reason, the interaction pattern for the lessons is essential. Pair work, group work or even individual work is encouraged with the assistance of the educator. The role of the teacher is of mediator.

Since the environment of a regular school brings together different levels of language into one group, the listening skill is encouraged. According to Rost (1994: 141 - 142), listening is vital in the language classroom because it provides input for the learner.

Such input may be difficult within listening if the topic at hand is difficult to grasp. So, the listening activity at the vocabulary portion is to understand the words learned previously through audios and spell it correctly. It is relevant to point out that the unit described is located in the beginning of the textbook. So, throughout the units, the level of difficulties for the listening tasks must be more challenging.

The vocabulary portion of the unit introduces the notion of WH-words. Some 6th graders may believe to be very basic. However, they are at a regular school. A place in which there are other 6th graders with very basic language skills. So, the justification to develop a basic level wh-activity at unit 3 is to recall the grammar structure of WH- questions. It is recommended for the instructor throughout the lesson to use metacognition strategy.

As part of the activity, the instructor works with affirmative sentences like, for instance:

"My name is Mark". At the textbook unit, the learner is going to either review or learn that the appropriate question for this affirmative sentence is: What is your name? However, during the lesson, instead of already giving the question, the instructor may want to start with the affirmative sentence. Then, the command throughout many activities is to create questions. So, at one moment, students create question for the affirmative sentence my name is Mark. At a different moment, the affirmative sentence is "His name is Peter", and so on. The textbook unit is a support to engage in a metacognition strategy, which it entails "thinking about thinking".

Struggle is part of this learning process since some or the majority of the learners may not have experience to make questions using all the necessary words and in the correct order. In order to solve this matter, the activities both in the vocabulary and grammar section were designed.

By the reading portion of the unit, the objective of the activity is to understand and analyze if the learner is able to grasp the vocabulary of family within a different context, The words of family members embedded in a text. This objective remains the same in the listening activity, but now, in order to be more relevant to their own lives, using a current movie topic. At this

point, expand the vocabulary of family is encouraged. Also, Wh-question is integrated into this section. It shows that learning such content is not an isolated event from the rest of the unit.

By using current topics for both speaking and writing portions of it, the attempt is to maintain intrinsic motivation for some students and extrinsic motivation for others.

Both terms are part of a theory entitled Self-determination theory. According to Deci and Ryan (1985):

"Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. Extrinsic motivation refers to doing something because it leads to a separable outcome."

So, be encouraged to speak about their lives and also to express opinion about a current matter such as the movie Encanto helps to engage the majority of learners. The role of the educator, at this point is of a facilitator. Through pair and group work, he is able to identify the learners that struggles to, for instance:

- ask each other questions (speaking portion)
- express opinion (speaking and writing portion)
- Contrast two or more topics (both speaking and writing)
- Identify and analyze key aspect of a picture (writing portion)

Moving on to the other unit, the challenge is to set activities that are engaging and still relate them to the daily life of the learner. Which is why the theme is about food. It was decided to keep the same kind of group of learners and the same learning environment. The use of storytelling was a way to make the learner think about the content in a creative, imaginative way.

So, the title of unit 4 is "Let's have a picnic together". It encompasses themes from previous unit (family) in order to add new themes such as food. The warm up portion of this unit indulges students to start to think about family again, but now inserted in a context which is a picnic. The learner's opinion is required, which means there is no right or wrong answer. The breaking down of the new vocabulary presented in the warm up portion is done at the vocabulary section. Meaning, learners are able to identify and understand the pictures and the



correct word. Again, some students will learn the new vocabulary for the very first time, others within the same group is going to review it.

The units were designed under the characteristics of the communicative approach.

The focus of this approach is interaction, authentic communication and negotiation of meaning.

Other key characteristic of this approach that justifies the organization of the teaching unit is the fact that it gives learners personal experiences and situation importance when studying a foreign language.

At the beginning of both units, the goal is to encourage students to think about their own lives or even about current matters.

Another importance aspect of the communicative approach is the fact that grammar is not the most importance portion of a lesson plan. Meaning add to the theme proposed for the unit.

For the grammar portion of the unit, the picture is a support for the instruct to engage students in a conversation activity. At this point, the teacher is able to access previous knowledge or even teach (even though is not the objective) other vocabulary.

The grammar part for the unit is "I like". By doing the exercise, the learner is developing the skills of interpreting a visual aid. Also, the teacher may use metacognition by asking the learners to create questions based on the affirmative sentences read on the exercise. So, the speaking skill is encouraged. And also, by correcting the affirmative sentences in the previous exercise, the learner continues to think on identify the error and then rewrite them.

At the end of the grammar portion, an exercise of interviewing someone using the structure "I like" is required. So, in order to consolidate the right structure, the student is able to see how to pronounce and also write the structure of "I like".

The theme for the reading portion continues to be family picnic, but now explored through the use of picture and small text. By using the picture, the learner is encourage to infer meaning. The elements of the picture are known on TV or any other source of communication. The point is to elicit from learners what they know and then indulge them to answer the questions according to the picture.

For the next activity, the words are already given. The skills to be develop is to understand the text and then choose a word to be inserted in the correct gap.

The listening part of the unit focuses on the skill of sequencing. When the learner is ready to listen to the audio, the ability to find the beginning, middle and end of a story helps to recreate the dialogue and add another character.

For the speaking activities, the ability to speak details of a specific event (the role-play portion) and at the end compare one topic with another, which in this case is picnic with family or with friends.

At the writing section, the purpose is to have students learn the key elements for a written message, more precisely, an invitation (comprehension questions). By the writing activity itself, the learner is ready to start the draft. The instructor may encourage to do as many drafts as possible. And, to conclude, the last part of the section is to explore what others has done in the writing portion. At this point, speaking is also included since one student needs to get information from another student in order to complete the exercise.

This material also makes room for active methodology. For instance, when introducing the matter of family, the instructor may want to ask learners to research first what they know on the matter. Or the students could watch a video first about family member and how they are composed these days (flipped classroom).

According to the learning pyramid of William Glasser, students learn about:

- 10% reading
- 20% writing
- 50% observing and listening
- 70% discussing with other people
- 80% practicing

In general, the textbooks units were designed as an attempt to assist students to be more autonomous, to understand how they are learning a language (Gardner on multiple intelligences) and also to be a protagonist of their own learning.

Since the material is for 6<sup>th</sup> graders at a regular school, the language level varies but with the right approach by the instructor is the key to success.

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