

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG
Faculdade de Letras - FALE
Curso de Especialização em Ensino e Aprendizagem de Inglês - CEI

Francidéa Bezerra de Moraes Freitas

Totravelistolive!

Orientadora: Doutora Adriana Maria Tenuta de Azevedo

Belo Horizonte
2013

Francidéa Bezerra de Moraes Freitas

To travel is to live!

Trabalho de Conclusão de Curso
apresentado junto a UFMG – FALE -
CEI, como um dos requisitos para a
obtenção do título de especialista.

2013

Aos meus pais, que me ensinaram o valor do trabalho, da responsabilidade, do esforço e do empenho, fazendo de mim a pessoa e profissional que sou.

Agradecimentos

A todos que contribuíram direta ou indiretamente para a conclusão desse trabalho, expresso aqui minha gratidão.

Aos mestres que me acompanharam desde a graduação nessa instituição de ensino, que me incentivaram a transpor a cada dia um novo obstáculo me ajudando assim a seguir em frente, finalizar cada etapa e por acreditarem que posso seguir além deste patamar que alcanço hoje.

A todos os professores do CEI, especialmente as Professoras Doutora Adriana Maria Tenuta de Azevedo e Doutora Ana Larissa Adorno Marciotto Oliveira, pela compreensão e apoio.

Aos colegas que me inspiraram e enriqueceram meu conteúdo através da interação e do carinho a mim dispensados.

Ao meu amigo, Cristiano Reis de Paiva pela inspiração, pelas incontáveis contribuições para o meu aprendizado, realização e entrega deste trabalho.

Ao meu marido, Herts e filhos, Stephanie e João Victor, pelo incentivo, paciência e compreensão nos momentos em que eu achava que não conseguiria. Por acreditarem e me terem como exemplo para suas conquistas futuras.

A Deus, pela oportunidade de viver algo novo a cada dia.

INTRODUCTION

Communication is inherent to human behavior and is the most important trait that distinguishes the humans from other natural beings. Therefore, it is extremely important for us to know a language to communicate and live in society. Following this same principle, as we live in a globalized world, where different societies speak different languages, people find it necessary to learn other languages in order to communicate.

The reasons for learning a second language may be very diverse. People may want to travel abroad, study in another country, learn the language for business purposes and so on. Consequently, it is extremely necessary to communicate more efficiently with other people. That's why the use of authentic material in my units is absolutely relevant. As cited in Vivian Cook's work, the authenticity of the language must be shown to learners in accordance to what is relevant to them so as to create the proper motivation and environment for learning. Differently from a large amount of language courses available in the market, that still focus on the grammar, pronunciation, intonation and other mechanical features of the language itself, i.e., they focus on form, this work proposes teaching English through a theme-based, communicative approach methodology to provide all the elements necessary to know and use efficiently a given language.

This work consists of two units where students are encouraged to use the language with purpose and relevance, a teacher's guide to help teachers develop their work, a test booklet and a DVD containing a digital version of the units and the videos selected to be part of the course.

This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.

Enjoy it!

Francideia Freitas

CONTENTS

| | |
|----------------------------------|-----------|
| Unit 1: “Traveling” | 6 |
| <i>Get going</i> | 6 |
| <i>Read up</i> | 7 |
| <i>Grammar on the spot</i> | 9 |
| <i>Listen up</i> | 10 |
| <i>Pronunciation</i> | 12 |
| <i>Speak out</i> | 12 |
| <i>Get down to writing</i> | 12 |
| <i>Think over</i> | 13 |
| <i>Go ahead</i> | 13 |
| <i>Teacher’s Guide</i> | 14 |
| Unit 2: “Holidays” | 20 |
| <i>Get going</i> | 20 |
| <i>Read up</i> | 21 |
| <i>Listen up</i> | 25 |
| <i>Grammar on the spot</i> | 27 |
| <i>Pronunciation</i> | 28 |
| <i>Speak out</i> | 29 |
| <i>Get down to writing</i> | 30 |
| <i>Think over</i> | 30 |
| <i>Go ahead</i> | 30 |
| <i>Teacher’s Guide</i> | 31 |
| Test booklet | 39 |
| Rationale | 48 |
| References | 53 |

UNIT 1

TRAVELING

GET GOING

Watch the video “**Brazil is Calling You**” and then discuss the following:



Available at <http://migre.me/fAx6x>
Accessed on July 17, 2013

1. What message is the video conveying?

2. Are there other reasons for choosing Brazil as a vacation spot apart from watching the world cup soccer games? Which ones?

3. What should tourists know about Brazil to make the most of their stay?

4. Do you consider Brazil a dangerous tourist destination? Why/Why not?

READ UP

1. Check the column according to what is true for you personally.

How often do you...

| | | ALWAYS | SOMETIMES | NEVER |
|---|-----------------------------------|--------|-----------|-------|
| 1 | ...visit museums? | () | () | () |
| 2 | ... go shopping? | () | () | () |
| 3 | ...try different food? | () | () | () |
| 4 | ...talk to the locals? | () | () | () |
| 5 | ...use the public transportation? | () | () | () |

2. Take a quick look at the following text. Choose the correct alternative to complete the sentence:

The text is about...

1. () a project.
2. () a law.
3. () an advertisement.
4. () a film.

RIO DE JANEIRO'S STREET FOOD, ANOTHER WAY OF GETTING TO KNOW BRAZIL

Published February 19, 2013

EFE



Available at: <http://migre.me/fv/lis>
 Accessed on July 17, 2013

Those seeking good food in Rio de Janeiro can explore the numerous street stands that offer some of Brazilian cuisine's most traditional dishes.

From the traditional "feijoada" (rice and beans with pork) to "salgadinhos" (salty aperitifs) and cod fritters, the streets of Rio offer delicious and very economical meals that have the added plus of coming with the friendliness and good humor of the vendors.

The delicacies have been collected in the "Guia carioca da gastronomia de rua" (Rio Guide to Street Cuisine) and on a Web site, both the work of documentary filmmaker Sergio Bloch. He told Efe that the idea for the project arose while he was directing the short film "Na boca do povo" devoted to the food prepared, sold and enjoyed in public locations.

Out of that three-minute documentary in early 2012 came the idea for the guide, which due to its immediate popularity has been reissued in a second edition with new dishes and a Web page.

To that has also been added an application for smart phones which will be launched soon and will help users locate the food stands that interest them most.

Bloch's project so far has gathered together 36 cooks selected for the food they offer but also for their personalities.

"We place a lot of value on the person who makes the food. Each cook is an artisan. They make the food in their own way, with their taste, their seasonings and their personality," Bloch said.

He described these particular cooks as "people with a story, with charisma and ... who have the pleasure of doing what they do." EFE



Available at <http://migre.me/fvlis>
Accessed on July 17, 2013

Available at <http://migre.me/fvlQm>
Accessed on June 29, 2013.

1. Find evidences in the text showing that:

(A) Street food in Brazil can be a good deal.

(B) The Food Guide came after the documentary.

(C) Sergio Bloch used more than one criterion for choosing the participant cooks.

2. Read the sentences and mark (T) true or (F) false.

TRUE FALSE

(A) There are not many places selling food on the streets.

(B) "Na Boca do Povo" is the name of a food guide.

(C) Street food is the one made, purchased and eaten in public.

(D) According to Bloch the cooks are as important as the food.

(E) The food guide was a massive success.

GRAMMAR ON THE SPOT

Read the sentences taken from the text and fill in the gaps.

I) "Those seeking good food in Rio de Janeiro..."

II) "... arose while he was directing the short film ..."

III) "... who have the pleasure of doing what they do." EFE..."

1. To form the CONTINUOUS TENSE of the verbs in English we need:

_____ + VERB+ ING.

2. Which of the examples above is **NOT** in a continuous tense?

3. The **-ING** form is a verb that can be used as a noun or adjective.

Look at the following advertisement campaigns and choose

(A) if it's a noun and.

(B) if it's an adjective.

()

()



Available at <http://migre.me/fAxoW>
 Accessed on July 22, 2013.



"The sweet you can eat between meals without losing your appetite."

Available at <http://migre.me/fAxtp>
 Accessed on July 22, 2013.

Let's practice!

1. Read the text below and classify the underlined words as a **noun** or an **adjective**.

Meet the world's best new skyscraper

By James Durston, CNN

September 18, 2013 -- Updated 1636 GMT (0036 HKT)



(CNN) -- A pair of buildings colloquially known as "Marilyn Monroe" has won the prize for best new skyscraper completed in 2012.

The curvy, twisting buildings, officially known as Absolute World Towers, and located in Mississauga, Ontario, were designed by Beijing-based MAD architects and Toronto-based Burka Architects.

"The way the two structures twist organically by up to eight degrees per floor is not just a superb technical achievement, but also a refreshing change to the set forms of high-rise routine," said an international panel of expert

judges when explaining their decision.

The prize, given by building data company Emporis of Hamburg, Germany, "rewards skyscrapers for excellence in their aesthetic and functional design," the company said. It's the thirteenth time the prize has been awarded.

Available at <http://migre.me/gdhXa>, accessed on 21/09/2013.

- a) "...a pair of **buildings** colloquially..." _____
- b) "The curvy, **twisting** buildings..." _____
- c) "... but also a **refreshing** change..." _____
- d) "... given by **building** data company..." _____

LISTEN UP

1. You are going to watch a video about tips for those who are traveling to Rio de Janeiro. What do you think you are going to hear about? Check the alternative(s).

| | | |
|-----|-----|-------------------------|
| (A) | () | means of transportation |
| (B) | () | rent-a-car stores |
| (C) | () | sightseeing |
| (D) | () | restaurants |
| (E) | () | businesses |
| (F) | () | safety |
| (G) | () | healthcare |
| (H) | () | shopping malls |
| (I) | () | accommodations |

2. Watch the video. Are your guesses right or wrong?

Watch the video again and complete the following activities.



Available at <http://migre.me/fvL5T>
Accessed on July 17, 2013.

3. Number the sentences according to the order of appearance. The first one has been done for you.

| | |
|--------------------------|---|
| <input type="checkbox"/> | The subway is good and cheap but, unfortunately it doesn't serve many of the points of interest here in Rio. |
| <input type="checkbox"/> | When buying food or drink at the beach, always ask the price before you buy it. |
| (1) | Here are some travel tips to negotiate your way around Brazil, whatever you do, wherever you go, use your common sense. |
| <input type="checkbox"/> | Nudity is against the law, even going topless. |
| <input type="checkbox"/> | Be aware of your surroundings anywhere you go. |
| <input type="checkbox"/> | Don't encourage or respond to aggressive hawkers at the beach. |
| <input type="checkbox"/> | Don't go downtown on the weekends or after office hours. |
| <input type="checkbox"/> | The sun here is really, really, hot. So you need to use sunscreen. |
| <input type="checkbox"/> | You shouldn't go into the favelas or slums, because crime is a big problem. |
| <input type="checkbox"/> | ATM's are common, but the instructions are likely to be in Portuguese. |

4. Answer the following questions.


(A) What should tourists know to avoid being a victim while in Rio?


(B) What is the necessary set of beach etiquette tourists have to be aware of?

PRONUNCIATION

Brazilian students tend to mispronounce words starting with the sound [s] when followed by a consonant sound.

Eg. "...But, if you're **still** curious..."

[stɪl] 

[ɪstɪl] 

Watch the video again and find words that follow the same pattern. Write them down and practice their correct pronunciation.

SPEAK OUT




1. What's your opinion about safety in big cities, like Rio de Janeiro?
2. Walk around the classroom and find people who have a similar opinion about it.
3. The classroom will be divided in two big groups. One group is going to list positive things about Rio and the other will list the negative ones.
4. We are going to set a debate and you will have to convince the other group that your opinion is the best to describe this city. Be persuasive!

GET DOWN TO WRITING

- ✓ Do you know what a travel blog is?
- ✓ Visit www.travelblog.org or www.travelpod.com and choose one blog to read about.
- ✓ In pairs or groups of three, discuss and decide on a place you visited or want to visit and write your own travel blog.
- ✓ Be creative, follow the rules of the diary genre and have fun!
- ✓ You will exchange blogs with your classmates and vote for the best destination of all.

THINK OVER

Think about what you've learned so far.

| Now I can... |  |  |  |
|---|---|---|---|
| ...have a discussion about traveling. | | | |
| ... pronounce the sound [s] in the beginning of a word. | | | |
| ... use the gerund form. | | | |
| ...write a travel diary/blog. | | | |

GO AHEAD

If you want to know more about traveling tips, places to go, writing blogs and so on, visit the following addresses and get to know a whole lot about this stuff.

<http://www.travelblog.org/>

www.travelpod.com

http://www.brazil-help.com/brazil_travel_tips.htm

http://travel.state.gov/travel/tips/tips_1232.html

UNIT 1
TRAVELING
Teacher's Guide

Level: Intermediate (young adults and adults)

CLASS 1 –60 MINUTES

GET GOING (20 minutes)

Aim: to introduce the topic of the unit.

- Tell students they are going to watch a video.
- Allow them some time to read the questions.
- Show the video and ask them to answer the questions proposed.
- Repeat the video if necessary.
- Encourage students to participate and express their opinion.
- **Personal answers to the questions, they will vary.**

READ UP (25 minutes)

Aim: to practice inference and reading for specific information.

- ✓ Tell students to answer activity 1 (personal answer) before reading the text.
- ✓ Then, tell them to scan the text to find the answer for question 2.
(**Answer:** 1. a project)
- ✓ Talk to them about the importance of learning reading strategies and remind them of scanning and skimming.
- ✓ Read the text aloud paying attention to the correct intonation and pronunciation, so as to give proper input for learners.
- ✓ Ask students to circle the words that are new to them and to try to guess their meaning from the context.
- ✓ Ask students to do activity 3 and 4. Encourage them to paraphrase the information found instead of copying it.
- ✓ Correct them.

Possible answers: (or its corresponding paraphrasing)

3. Find evidences in the text showing that:

(A) Street food in Brazil can be a good deal.

“...the streets of Rio offer delicious and very economical meals that have the added plus of coming with the friendliness and good humor of the vendors...”

(B) The Food Guide came after the documentary.

“...the idea for the project arose while he was directing the short film "Na boca do povo...”

(C) Sergio Bloch used more than one criterion for choosing the participant cooks.

“...cooks selected for the food they offer but also for their personalities.” Or

“...Each cook is an artisan. They make the food in their own way...”

4.

| | |
|------------|---|
| (A) | F |
| (B) | F |
| (C) | T |
| (D) | T |
| (E) | T |

GRAMMAR ON THE SPOT (15 minutes)

Aim: to consolidate the verbs in the continuous tenses and to introduce other uses of the –ing (present participle).

- Follow the student’s book instructions to come up with the rules.
- Give more examples that reinforce the use of –ing.
- Clear doubts.
- Ask students to provide some examples of this grammar point to check if they understood.
- Assign the **Let’s Practice** as homework if there’s not enough time to do it in the classroom.
- Don’t forget to correct them right away or next class.

CLASS 2 –60 MINUTES

- Correct last class homework and ask questions so as to freshen up students' memories or to review the lesson for absent students. **(10-15 minutes)**

Let's Practice - Answers: (a) noun (b) adjective (c) adjective (d) adjective

LISTEN UP (25 minutes)

Aim: to practice listening for inference, use of context and for specific information.

- ✓ Tell students they are going to watch a video about traveling tips.
- ✓ Remind them that to give a tip we use the imperative form of the verb.
- ✓ Students will answer the first activity before watching to the video (inference).
- ✓ Answers may vary.
- ✓ Now, ask them to watch the video to confirm if they guessed alright.
- ✓ Show the video again, but this time students will have to do activities 3 and 4.

Answer key: activity 3

| | |
|-------------|---|
| (10) | The subway is good and cheap but, unfortunately it doesn't serve many of the points of interest here in Rio. |
| (8) | When buying food or drink at the beach, always ask the price before you buy it. |
| (1) | Here are some travel tips to negotiate your way around Brazil, whatever you do, wherever you go, use your common sense. |
| (6) | Nudity is against the law, even going topless. |
| (2) | Be aware of your surroundings anywhere you go. |
| (9) | Don't encourage or respond to aggressive hawkers at the beach. |
| (4) | Don't go downtown on the weekends or after office hours. |
| (7) | The sun here is really, really, hot. So you need to use sunscreen. |
| (3) | You shouldn't go into the favelas or slums, because crime is a big problem. |
| (5) | ATM's are common, but the instructions are likely to be in Portuguese. |

4.

(A) What should tourists know to avoid being a victim while in Rio?

Free answer based on the tips they heard/watched on the video.

(B) What is the necessary set of beach etiquette tourists have to be aware of?

That topless and nudity is prohibited in Brazil and if people want to fit in the swimsuits should be small.

PRONUNCIATION (15 minutes)

- Tell students to read the sentence taken from the video script.
- Ask them to read it aloud paying attention to how they pronounce it.
- Show them both ways of pronunciation described by the phonetic symbols, the correct one and the Brazilian style.
- Ask them to think of other word starting with s, followed by consonant.
- Write them on the board, stress the correct form, students repeat them.
- Assign the pronunciation practice.
- It should be done while watching the video once more.

SPEAK UP (15 minutes)

- Students will express their opinion about safety (or the lack of it) in big cities.
- After that, follow the instructions on the student's book.
- Encourage students to give their opinion.
- Reassure them that it's the moment to use what they've learned.

GET DOWN TO WRITING (5 minutes)

- Tell students to search about travel blog or travel diary on the sites listed on the student's book.
- They should have this research ready for the next class when they are going to do the writing activity proposed.

CLASS 3 -60 MINUTES

Continuing **GET DOWN TO WRITING (30 minutes)**

- To avoid having always the same pairs or groups of students, ask them to choose a number from 1 to 3 and put all the numbers 1 together and so on, or use any other activity you know to mingle them.
- When they are already grouped up, ask them to discuss and decide on the group's destination.
- Then, students will write the travel blog with as much information as they can.
- Groups do the peer editing. Comment, give opinion, discuss about it.
- You, teacher, can edit and help with mistakes and doubts.
- Expose the final writing activity at the school information chart or post it on a site.



TIP: If there is a computer lab you can use with your class, go there and do the writing activity already in the www.travelpad.com

THINK OVER

- Tell students that this section is to make them more autonomous and for them to feel more capable and confident that they can control their learning.

GO AHEAD

This section is designed to help students go further and encourage them to continue improving their learning.



Video Transcript

Here are some travel tips to help you negotiate your way around Brazil. Whatever you do, whatever you go use your common sense, because crime is a problem here. So just don't carry too much money, or your camera out in the open... Don't wear expensive looking jewelry. Leave your credit card back in the safe spot in the hotel when you can. Don't carry your original passport, carry a copy of it, and just be aware of your surroundings anywhere you go. You

shouldn't go into the *favelas* or slums because crime is a big problem. But, if you're still curious, there are organized tours that can take you there.

Don't go downtown on the weekends or after the office and place have gone home at night, because it's very quiet and it's not safe at that time. ATMs are common but their instructions are likely to be in Portuguese, so it's all the more reason to know a few phrases. Probably the most important one you're going to need is saque, s.a.q.u.e, which means withdraw.

Most of the points of interest for visitors like: Ipanema and Copacabana, are not downtown but in the *zonasul*.

Speaking of the beach, there's a whole set of beach etiquette that you should know. For example, nudity is against the law, even going topless. But the smaller the swimsuit you wear the better you'll fit in. The sun here is really, really hot, so you need to use sunscreen. If you need to buy some here, you can get it at any pharmacy, it's called *protetor solar*.

When buying food or drink on the beach, always ask the price before you buy it: "*Quantocusta? Doisreais. Doisreais?*"

Rio has many beaches, but Copacabana is, probably, the most famous and draws the most visitors, which means that it can draw some unsavoury elements, especially at night. So at night, avoid walking alone in Copacabana and surrounding areas. Don't encourage or respond to aggressive hawkers at the beach or at other tourist spots. You can just say: *No, obrigado*. If you want something less touristy, Ipanema, Leblon, Barra and other beaches they are other better options.

The subway is good and cheap but unfortunately it doesn't serve many of the points of interest here in Rio. Buses are also inexpensive and they serve lots of places, but your safest bet is always going to be a taxi. Marked taxi is golden yellow in color with a blue strip. They are more expensive than the other options but they're the fastest and safest option in the city and they're everywhere. Be extremely careful crossing the streets here because people go fast and often they don't stop at the red lights, especially at night. If you just do a little homework and remain aware of your surroundings, than you can relax and enjoy the stunning scenery and the energetic way of life of the most exciting city. This is Maya Renée showing you Rio de Janeiro.

UNIT 2

HOLIDAYS

GET GOING

1. When the vacation time comes, where do you usually go to? What do you usually do?
2. Look at the pictures. Which one attracts you more? Why?

(A)



Available at <http://migre.me/fxUMI>
Accessed on July 20, 2013

(B)



Available at <http://migre.me/fxUTU>
Accessed on July 20, 2013

(C)



Available at <http://migre.me/fxUZw>
Accessed on July 20, 2013

(D)



Available at <http://migre.me/fxVoE>
Accessed on July 20, 2013

3. Did you go there on your last vacation? If not, where did you go to? What did you do there?

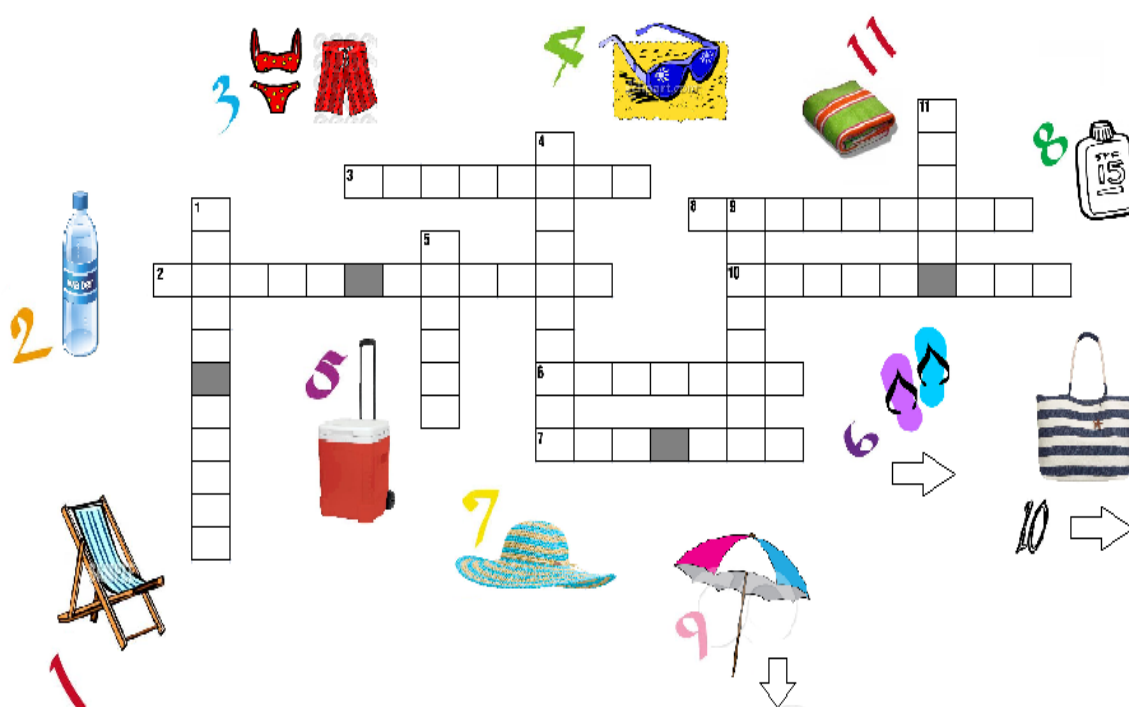
4. Walk around the classroom, talk to your classmates and fill in the gaps with your information and theirs.

| | YOU | STUDENT 1 | STUDENT 2 |
|----------------------------|-----|-----------|-----------|
| DESTINATION | | | |
| PLANS FOR THE TRIP | | | |
| LENGTH OF STAY | | | |
| ACTIVITIES AND ATTRACTIONS | | | |

READ UP

1. Do you like going to the beach?
2. How often do you go there?
3. Do the crossword puzzle (use the words from the box) and get ready to enjoy the beach!

swimsuit - sunglasses - towel - sunscreen - water bottle - cooler - umbrella - beach bag - sun hat - beach chair - thongs



4. Read the following text and complete the activities.

TRAVEL WEEKLY

THE NATIONAL NEWSPAPER OF THE TRAVEL INDUSTRY

[Topics](#) [Opinion](#) [Videos & Photos](#) [Agent Extras](#) [Events](#) [Cruises](#) [Hotels](#) [Jobs](#)
 Posted on: June 20, 2012 [Recomendar](#) 7 [Tweet](#) 9 [print](#) [email](#) AAA size
[0 Comments](#) [Home](#) [Topics](#) [Agent Issues](#)

Americans prefer beach over mountains, but it's close

By Kate Rice

Sea and sand beat out mountains when it comes to Americans' preferred vacation venue, but it was a close contest, according to an ABC News/Washington Post poll.

Seventy-two percent expressed a favorable opinion about a beach vacation, and 66% did likewise for a mountain vacation. The swing vote is women, who were 11 percentage points more likely to like the idea of a beach vacation and 19 points more likely to "strongly" favor the beach over the mountains. Equal numbers of men would be happy either way.

Kids make a difference; 83% of parents with kids under 18 like the idea of a beach vacation, 15 points more than parents who are empty nesters. Age also makes a difference. Eighty percent of women under 50 prefer the beach.

There are regional preferences. The beach beats the mountains by a 17-point margin in the Northeast and by 10 points in the South, while the two are rated equally in the Midwest. In the West, the mountains do better than in any other region, and actually outscore the coast, 76% vs. 70%.

This being a presidential-election year, the poll broke down preferences by party. It's a rare instance in which Republicans and Democrats agree: both have positive views of beach vacations. Among independents, however, positive views of this option slip by 10 points. Republicans and independents respond equally favorably to a mountain holiday, Democrats less so.

The ABC News/Washington Post poll was conducted by landline and cell phone from June 13-17, 2012, among a random national sample of 1,022 adults. Results have a margin of sampling error of 3.5 points.

The survey was produced for ABC News by Langer Research Associates of New York.

This page is protected by Copyright laws. Do Not Copy. Purchase Reprint

Adapted from <http://migre.me/fxWkJ>
 Accessed on November 16th 2012.

4.1. The survey was conducted using

- (A) telephone calls.
- (B) door to door interviews.
- (C) newspaper surveys.
- (D) school tests.

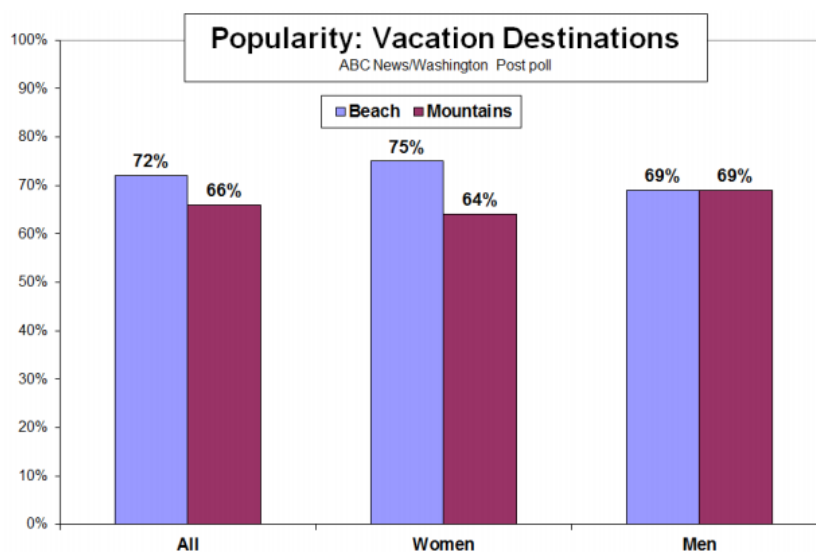
4.2. The preferences results were collected using all the following group characteristics, **EXCEPT**

- (A) age.
- (B) social status.
- (C) gender.
- (D) political party.

4.3. What do the figures in the text represent? Match the columns.

- | | |
|---------------|--|
| 1. [] 66% | A. random national sample |
| 2. [] 80% | B. have a favorable opinion about beach vacation |
| 3. [] 3.5% | C. parents with children under 18 |
| 4. [] 1022 | D. women over 50 prefer the beach |
| 5. [] 72% | E. prefer mountain vacation |
| 6. [] 83% | F. sampling error margin |

There are different ways of showing survey and poll results. It can be done in the form of a text or in graphs. Take a look at the following graph.



Available at <http://migre.me/fyAVQ>
Accessed on November 20, 2012.

What does a graph must have?

In every Graph you must have the following:

- Heading
- The Two Axis (X and Y)
- Labels for the two axis
- Data
- A Line of Best Fit* joining them up

*A Line of Best fit is a line that doesn't touch all the points but goes between them so you can see roughly the next part of the pattern.

Available at: <http://wiki.answers.com> , accessed on 25/09/2013.

4.4. Look at the chart below and mark **(T)** for true and **(F)** for false statements, according to the graph from the previous page.

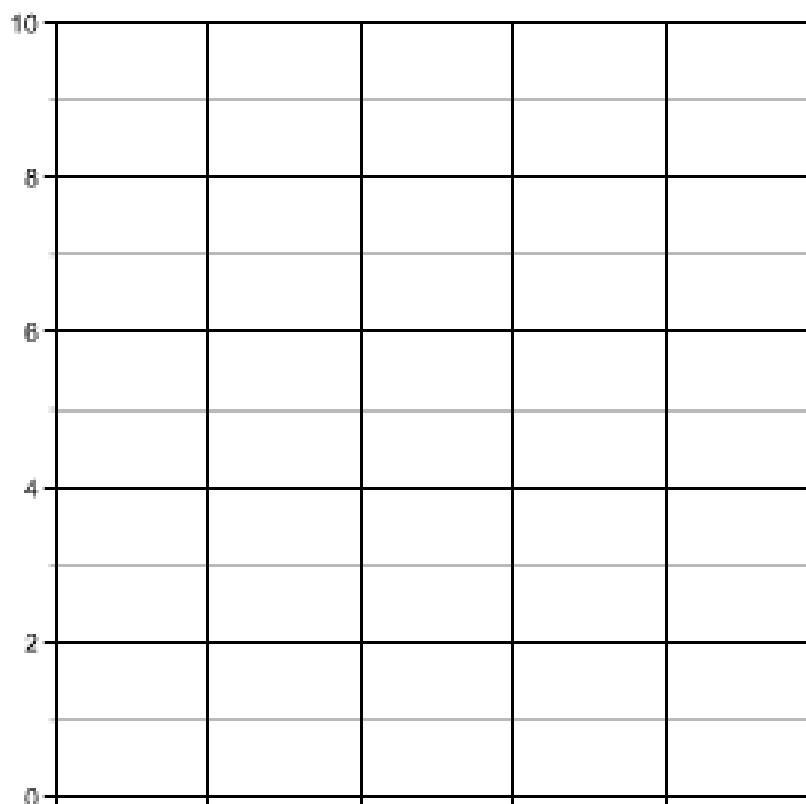
| | | |
|------------|--|--------------------------|
| (A) | Men and women have the same opinion. | <input type="checkbox"/> |
| (B) | Men and women prefer going to the mountains | <input type="checkbox"/> |
| (C) | The difference between women preference of destinations is of 11% | <input type="checkbox"/> |
| (D) | Women are more favorable about going to the beach. | <input type="checkbox"/> |
| (E) | According to the graph, the beach is the most popular destination. | <input type="checkbox"/> |

4.5. Now, pair up with a classmate and choose one of the categories to represent the results using a graph.

| | % Favorable | |
|--------------|-------------|-----------|
| | Beach | Mountains |
| All | 72% | 66% |
| Men | 69 | 69 |
| Women | 75 | 64 |
| Northeast | 77 | 60 |
| Midwest | 68 | 67 |
| South | 73 | 63 |
| West | 70 | 76 |
| Whites | 73 | 75 |
| Nonwhites | 69 | 49 |
| Parent | 83 | 69 |
| Not parent | 68 | 65 |
| Age 18-64 | 75 | 67 |
| Age 65+ | 58 | 63 |
| Democrats | 75 | 57 |
| Republicans | 75 | 71 |
| Independents | 65 | 71 |

Available at <http://migre.me/fyAVQ>
Accessed on November 20, 2012.

Draw your graph here



LISTEN UP

1. Before watching the video, check (✓) the sentences that are true for you.

| | | |
|------------|--|------------------------------|
| (A) | I always swim with somebody. | (<input type="checkbox"/>) |
| (B) | I always swim between the flags. | (<input type="checkbox"/>) |
| (C) | I only swim if there is a lifeguard. | (<input type="checkbox"/>) |
| (D) | I ask information about the beach before going into the ocean. | (<input type="checkbox"/>) |
| (E) | I always apply sunscreen to protect my skin. | (<input type="checkbox"/>) |

Going to the beach is supposed to be a nice and relaxing thing to do, but if we don't take some safety measures, things could go terribly wrong. So let's watch a video about SAFETY ON THE BEACH.



Available at <http://migre.me/fyBlo>
Accessed on August 26, 2012.

2. The table below contains guidelines for swimming safely on the sea. Watch the first three minutes of the video and complete the information according to the instructions given by Dr. Robert Brander.

| DO'S | DON'TS |
|---|--|
| Always _____ between the _____. | Don't _____ |
| _____ your hand for a lifesaver to see you. | Don't swim by _____. Always with some company. |
| Swim towards _____ water. | Don't swim _____ the rip. |
| Check _____ the beach for the rips. | Don't swim if there's not a _____ or flags on the beach. |

3. Watch the rest of the video and answer **(T)** True or **(F)** False for the following sentences.

- [] Rip current is a path that allows water to come back to the sea.
- [] Rip currents are dangerous because they can pull you under water.
- [] White water means it's shallow and secure to swim.
- [] All rips are the same and they are always at fixed places.
- [] There are three different types of rips.

GRAMMAR ON THE SPOT

Take a look at the sentences taken from the video you've just watched.

(A) "It's a **pretty** scary experience getting stuck in a rip..."

(B) "... just find yourselves going backwards **really** fast..."

Now, choose the best option to complete the following sentences.

1. The words in bold were used to make the _____.

- (A)** verbs less intense.
- (B)** verbs stronger.
- (C)** adjectives less intense.
- (D)** adjectives stronger.

2. **Pretty** and **really** are called intensifiers. We generally use intensifiers _____ the words they are emphasizing.

- (A)** before
- (B)** after

3. Now take a look at some more examples of modifiers and then circle the correct option to complete the sentences.

- I speak Greek **fairly** well - enough for most everyday purposes.
- He's been in Greece for two years, so he speaks Greek **quite** well.
- Maurice speaks Greek **rather** well. People often think he's Greek.
- "How are you feeling?" "**Pretty** tired. I'm going to bed."

- (A)** FAIRLY **is / is not** very strong.
- (B)** QUITE is **a little / a lot** stronger than FAIRLY.
- (C)** RATHER is **less strong / stronger** than QUITE.
- (D)** PRETTY is **similar to / different from** RATHER. It's only used in **formal / informal** English.

Let's practice!

1. Complete the sentences with the appropriate intensifier according to the pictures.

(A) How was your exam?

It was _____ easy. It surprised me!



Available at <http://migre.me/fzDP4>
Accessed on July 22, 2013.

(B) How are you feeling, mom?

I'm _____ tired.



Available at <http://migre.me/fzDoT>
Accessed on July 22, 2013.

(C) Did you like the opera, sir?

Oh, yes! It was _____ a spectacle!



Available at <http://migre.me/fzCX5>
Accessed on July 22, 2013.

PRONUNCIATION

Some sounds in English are difficult for Brazilian students, because there is a tendency of transferring the patterns of the mother tongue into the English language.

1. Observe these sentences taken from the video you've just watched.

(A) "... **rips** are something every Australian..."

(B) "... I'm Dr. **Rob** Brander..."

(C) "...It's a **really** good question!..."

(D) "...we drop purple dye, which is **harmless**, into the water...."

(E) "...**However** out of more than 11.000 beaches in Australia..."

(F) "...**Here** you see a nice creek gap..."

2. The sounds of the letters **r** and **h** are represented by the symbols in the chart below. Compare the sounds of the **highlighted** words. Then choose the correct column and write them down.

| [r] | [h] |
|-----|-----|
| | |
| | |
| | |



If you want to know more about the pronunciation of these two sounds, watch this video <http://www.youtube.com/watch?v=ejY-LB7AoxA>
Learn have fun!

Let's practice!

1. Repeat these following words and put the symbol **[h]** or **[r]** in the parentheses. Write on the last line a word of your choice and use the appropriate symbol for its sound.

| | | | |
|---------|-----|----------|-----|
| current | [] | Right | [] |
| behave | [] | Remember | [] |
| reef | [] | Reason | [] |
| how | [] | Headland | [] |
| road | [] | High | [] |
| hardly | [] | _____ | [] |

SPEAK OUT




1. Get together in groups of four (each student will have a corresponding number from 1 to 4)
2. Discuss the dangers of going swimming on the sea and list the safety measures you should take to avoid those dangerous situations.
3. Break the groups up and each student, with the same number, should pair up again.
4. Report to your new group members your list of measures and decide which ones are more important.

GET DOWN TO WRITING

- ✓ From the final list you have come up to on the previous speaking exercise, write a Safety brochure for a Brazilian beach of your group's choice.
- ✓ Follow the rules of the genre: Brochure.
- ✓ Show your teacher for editing or helping you with mistakes and doubts.
- ✓ The brochure will be exposed on the school information chart.
- ✓ Be creative!

THINK OVER

Think about what you've learned so far.

| Now I can... |  |  |  |
|------------------------------------|--|--|--|
| ...spot a rip current on a beach. | | | |
| ... pronounce the [h] or [r] sound | | | |
| ... use the intensifiers. | | | |
| ...write a brochure. | | | |

Go Ahead

If you want to know more about rip currents and safety on the beach, visit the sites listed below and get informed while practicing your English.

<http://beachsafe.org.au>

www.scienceofthesurf.com/drrip.htm

UNIT 2
Holidays
Teacher's Guide

Level: Intermediate (young adults and adults)

CLASS 1 – 60 MINUTES

GET GOING (20 minutes)

Aim: to introduce the topic of the unit and provide room for using the language.

- Ask students if they like vacation time, if they like to travel, where they usually go to, what they do and so on.
- Tell them to look at the pictures and do the activities proposed. Encourage them to walk around the classroom asking their classmates about their vacations.
- Ask some students to report what they found out about their friends and to point out similarities, coincidences or curious facts.
- **Personal answers.**

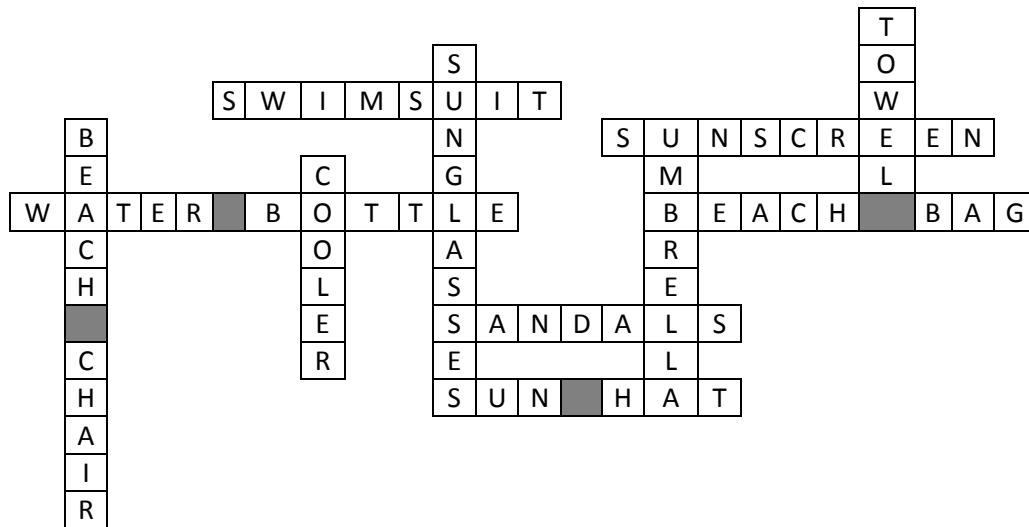
READ UP (40 minutes)

Aim: to practice the genre graph and expand interpretation of figures and math.

- ✓ As a pre-reading activity, students will answer the questions from the student's book and do the crossword puzzle.
- ✓ Correct the puzzle.
- ✓ Tell them to follow on their books while you read the text aloud. Read it, giving the correct intonation and pronunciation.
- ✓ Ask them what the text is about. Tell them to pay attention to the title, figures and what is being compared.
- ✓ Tell student to read the questions and to try and answer them while you read the text once more.
- ✓ Allow some time for them to complete the task. They can consult classmates.
- ✓ Correct the activities with the students' participation.

Answers:

DO THE CROSSWORD PUZZLE USING THE PICTURES AS CLUES.



1 and 2: Personal answers.

3.

Answers:

4.1. (A)

4.2. (C)

4.3.

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

- Tell students to take a look at the graph and answer the questions proposed on the student's book.
- Help them interpret the graph. Walk around the classroom asking questions to lead them and clarifying any doubts before correcting the activities 4 and 5.

4.4.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | F | B | F | C | T | D | T | E | T |
|---|---|---|---|---|---|---|---|---|---|

4.5. Personal answers.

- If it is possible, you can prepare your class with the math teacher so as to integrate subjects and help students understand graphs better.

CLASS 2 –60 MINUTES

LISTEN UP (25 minutes)

Aim: To practice listening for inference, use of context and for specific information.

- ✓ As a pre-listening activity, ask students to do activity one.

Personal answers.

- ✓ Tell students they are going to watch a video about safety on the beach.
- ✓ Instruct them not to write, talk or do anything apart from paying attention.
- ✓ Play the video again but this time show them only the first 3:30 minutes of it.
- ✓ Allow them some time to complete the chart (activity 2). Repeat once more if necessary.
- ✓ Play the rest of the video and tell students to do activity 3. Repeat this part if necessary.

Answer key:

Activity 2:

| DO'S | DON'TS |
|--|---|
| Always swim between the flags . | Don't panic |
| Raise your hand for a lifesaver to see you. | Don't swim by yourself . Always with some company. |
| Swim towards white water. | Don't swim against the rip. |
| Check out the beach for the rips. | Don't swim if there's not a lifesaver or flags on the beach. |

Activity 3:

| | | | | |
|---|---|---|---|---|
| T | F | T | F | T |
|---|---|---|---|---|

GRAMMAR ON THE SPOT (25 minutes)

Aim: to construct the rules and teach the correct use of intensifiers.

- Tell students to read the statements A and B (taken from the video).
- Do activities 1, 2 and 3 with their participation. Ask one student to read the question, the options and give his answer. Discuss and compare with other students, then show the correct alternative.
- Clear doubts and explain again with new examples, if necessary.

Answer key:

1- D

2- A

3 A) is not B) a lot stronger C) stronger D) similar to / informal

LET'S PRACTICE

- ✓ Tell students to do the activity so as to check if they understood the grammar point explored in this unit.
- ✓ Encourage them to have a conversation where they express themselves using intensifiers.
- ✓ Be prepared to ask questions to guide the conversation in case they don't come up with good ideas.



Notes

| | |
|---|--|
| 1 | The exact meaning of these words may depend on the intonation used. |
| 2 | Quite is not used very much in this way in American English. |
| 3 | We use quite and rather before a/an: <ul style="list-style-type: none"> ✓ It was quite a nice day. ✓ I'm reading rather an interesting book. |

PRONUNCIATION (15 minutes)

- Tell students to observe the sentences taken from the video.
- Read the sentences aloud. Ask them to repeat after you.
- Show them the differences between the phonemes [h] and [r]
- Ask them to repeat the highlighted words making contrast.

- Then tell them to complete the chart and correct it afterwards.
- Ask students to come to the board and write their answers.

| [r] | [h] |
|--------|----------|
| rips | Harmless |
| Rob | However |
| really | Here |

LET'S PRACTICE

| | | | |
|---------|------|----------|------|
| current | [r] | Right | [r] |
| behave | [h] | Remember | [r] |
| Reef | [r] | Reason | [r] |
| How | [h] | Headland | [h] |
| Road | [r] | High | [h] |
| Hardly | [h] | _____ | free |

CLASS 3 -60 MINUTES

SPEAK OUT (25 minutes)

- ✓ This speaking activity will be the preparation for the writing task proposed in this unit.
- ✓ Students will get together in groups of four (each student will have a corresponding number from 1 to 4)
- ✓ Then, they will discuss the dangers of going swimming on the sea and list the safety measures people should take to avoid dangerous situations.
- ✓ After 15 minutes, break the groups up and each student, with the same number, should pair up again.
- ✓ They should report to their new group members their previous list of measures and decide which ones are more important.
- ✓ After 10 minutes reorganizing the important measures, they should come up with a final list that will be the basis for their writing task.

GET DOWN TO WRITING (25 minutes)

- ✓ Ask students if they know what a brochure is.
- ✓ Bring some samples to the class to show them and clear any doubts about this genre.
- ✓ Give them information on how to write a brochure.
- ✓ Remind them of the audience and purpose of this brochure.
- ✓ The brochure can be posted on the school chart of information, site, blog or printed and distributed among students of other classes or grades.



TIP: Visit the following pages to get informed about brochures.

http://ctb.ku.edu/en/tablecontents/sub_section_main_1071.aspx

http://www.entheosweb.com/content_writing/brochure_writing_tips.asp

<http://www.wikihow.com/Write-Brochures>

THINK OVER (10 minutes)

- ✓ Tell students that this section is to make them more autonomous and for them to feel more capable and confident that they can control their learning.
- ✓ Encourage them to reflect upon their efforts and results.
- ✓ Show them the sites listed on the Tip section above and tell them to search for further information.

GO AHEAD

This section is designed to help students go further and encourage them to continue improving their learning.



Video Transcript

Australia has some of the best beaches in the world. Everybody loves going to the beach but there's something on the beach called rip currents, rips are something every Australian, every overseas tourist should know about, because

it's something that can get you into trouble. I'm Dr. Rob Brander from the University of New South Wales and I'm a surf scientist and a surf life saver.

During the summer months in Australia, on average somebody drowns every 2 or 3 days and most of the thousands of rescues that happen in our beaches are related to rips. Remember, that it only takes about a minute to drown, so it's very important to learn how to spot a rip on your own.

If you haven't noticed I've been swimming between the flags and that's where everybody should swim because the life savers and the lifeguards put the flags at the safest part of the beach away from the rips. If you don't know what a rip is, if you swim between the flags, it takes a lot of guess to if you've never spotted one. However out of more than 11.000 beaches in Australia only 3% are actually patrolled by surf life savers and lifeguards, and that means there's a lot of beaches and a lot of rips that you can easily get in trouble with.

What are rips? It's a really good question! What we do is we throw purple dye, which is harmless, into the water. The dye goes wherever the water goes and it's the easier way to spot the rip. Let me tell you what the rips are not. They're not undertow, they won't pull you under, because there's no such thing as undertow, they're not rip tides, because they're not a tide, they're a current, they flow pretty steady, and they won't take you to New Zealand.

Basically, rips are strong narrow seaward flowing currents that extend from close to the shoreline through the surf zone and offshore, they exist to take all the breaking water that is piling up on the beach back at the sea. Here you see a nice creek gap, almost like a road going through the surf and that's the rip current, because it is sitting in a deeper channel, in this case, between the reef and the sand. Where we're looking at there's no wave breaking, there's hardly any white water, when you look to the right, you got the sand bar, shallow water, waves are breaking there, bringing all that water in, and back out through the river, That's perfect! And that's how you can spot it.

It's a pretty scary experience getting stuck in a rip and is definitely some do's and don'ts about how you should behave if you do find yourself caught in one. The main thing is not to panic.

Don't panic! Because the rip will not pull you under the water, all the rip will do, will take you farther out to sea and some waves will bring you back. Remember that you've got air in your lungs, you float, you're very buoyant. So, don't panic! The second thing to do is if you're not a particular good swimmer, put your hand up, straight up like that, it signals for the lifeguards and life savers to come and get you. What you could also do, if you're a good swimmer, is a good look around and if you can see the sides of the rip, which is usually the shallower water, where the waves are braking and where's a lot of white water, swim towards that area. White water is good, because it means it's shallow, you can maybe stand up and it also brings you back to the beach. What you should never do is swim against the rip. Move pretty fast and you'll just find yourselves going backwards really fast, getting tired and then you'll certainly get scared. So just go with the flow, signal to the lifeguard and let the rip take you around and get out of it yourself.

One of the reasons that the rips are dangerous is that they flow faster than people can swim. Sometimes, they can flow faster than even Olympic swimmers. Rips are most dangerous because they actually look like the safest place to swim. A view from a headland is always a good way to spot a rip because you are up high and you're looking down at the beach and they're a lot

easier to see. And often surfers and swimmers will check out the beach for rips before they go down into the water.

3.30'

Not all rips are the same. The most common types are what we call a fixed rip, and the fixed rips are the ones stuck between sandbars and they might stand at the same place for days, weeks and even months.

Well, we've just had an example of a flash rip, where all of a sudden the rip is post out, where the surfers are you can see the chopped up, messy white water this is gone out and then this is topped. And that's one common thing about this flash rips, is that they can suddenly occur anywhere where there's suddenly been a large couple of waves breaking, and it pushes the rip out and then it disappears.

Finally we get some they call a permanent rip or a headland rip, an easier rip that will push against the headland and they're there most all the time. So it's another good reason to always be careful when you are swimming close to headlands and rocks.

If there's no lifeguards or flags on the beach the simple rule is: Don't go in! If you do go in, make sure you're an experienced swimmer or a surfer, make sure you always with somebody and make sure you know how to spot rips.

Test Booklet

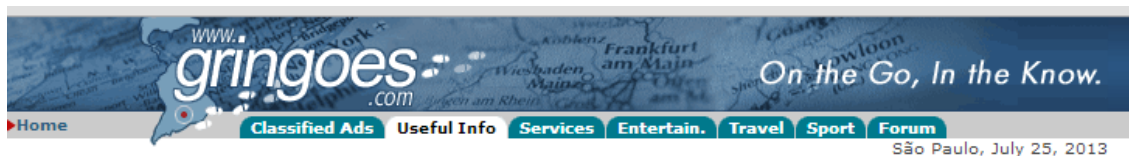
Units 1 and 2

- Only one test will be applied here, since both units have the same theme (to travel) and not a lot of new grammar points were addressed to in this syllabus.

| | | |
|--------------------|-----------------|------------------------|
| TEST | | |
| UNITS 1 – 2 | | |
| Name: _____ | | |
| Level: _____ | Class: _____ | Teacher: _____ |
| Date: _____ | Total Score: 10 | Student's Score: _____ |

READING TASK I:

Read the text below and answer the questions.



Safety Tips

One of the urban myths that surrounds Brazil and can put people off a visit is the question of safety and security. In fact, Brazil, including the main cities of Rio, Salvador and São Paulo, is no more dangerous than anywhere in Europe or North America and violent crimes against tourists or foreign visitors are extremely rare, hence the headlines if they do happen. Brazil is also politically stable with no natural enemies and no terrorist activities.

Being sensible and streetwise is the key to a trouble-free and enjoyable stay in Brazil. However, just like in London, Paris, New York or any other major metropolitan and tourist center, petty crime in Brazil is an unfortunate fact of life. The crime tourists are most likely to fall victim to in Brazilian cities is robbery and the target of most petty pilfering is the bag. If a bag is left unattended, the chances are that somebody else will try to pick it up. The simple solution is that visitors can't get robbed if they've got nothing with them to be stolen. Always leave passports, air tickets and the like in the hotel safe deposit box. Visitors should however carry some form of ID, such as a photocopy of their passports, with them at all times. At the beach, do not leave your expensive camera, passport and/or cash laying around on the sand unattended while you go for a few laps.

With regard to making payments, do not take along more cash than you need. Most restaurants and stores take plastic, anyway, and you use your debit cards ATM's at selected banks. Always be careful when using your credit card. While uncommon, it is not unheard of for dishonest employees (in restaurants, gas stations etc) to copy your credit card number and later use it for telephone purchases. When possible try and be present while your credit card is being put through the machine. Credit cloning also takes place in Brazil, so the best advice is to always keep a close eye on your credit card statement to check for purchases you did not make. Ask your credit card company for insurance against this type of fraud and also report any irregularity as quickly as possible. Another recent scam in Brazil is when writing out a check for someone to give you a pen with special ink which fades a short time later, leaving the check blank. To combat this, always use your own pen when writing out checks.

1. Read the statements that follow and write **(T)** for true and **(F)** for false. **(0.5)**

| | |
|--|-----|
| (A) Brazilian cities are more dangerous than Europe and North American cities | [] |
| (B) The main crime tourists may experience in Brazil is robbery. | [] |
| (C) There is no risk at being robbed at the beach or restaurants. | [] |
| (D) To avoid petty crimes don't take your bag along with you. | [] |
| (E) Always keep your belongings at close eye. | [] |

2. According to the text what is the writer's opinion about safety in Brazil? **(0.5)**

3. Match the words and definitions. Watch out! One word will be left out. **(0.5)**

(A)ink **(B)** insurance **(C)** laps **(D)**pilfering **(E)** purchase **(F)** streetwise

1. [] colored liquid used for writing, printing, and drawing.
2. [] able to deal successfully with dangerous or difficult situations in big towns or cities where there is a lot of crime.
3. [] stealing things of small value.
4. [] an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
5. [] to buy something.

Definitions taken from <http://dictionary.cambridge.org/dictionary>, accessed on 24/07/2013.

4. The text gives us instructions on what a tourist should or shouldn't do while traveling to Brazil. Your task is to separate these tips in the two columns below.

(1.0)

| DO'S | DONT'S |
|------|--------|
| | |
| | |
| | |
| | |
| | |

5. The –ing form is not always a gerund of a verb. It can change the category of a word depending on what position it occupies in a sentence, remember? So, choose the correct alternative to explain the statements below. **(0.5)**

- I. "...Being sensible and streetwise is...."
- II. "the target of most petty pilfering is the bag."
- III. "...Credit cloning also takes place in Brazil,..."

- (A) In **all** statements the –ing word is a noun.
- (B) Only in Statement **I** the –ing word is a noun
- (C) Only statements **I** and **II** the –ing word is a noun.

READING TASK II: read the text and complete the activities.



couchsurfing

Couchsurfing is a neologism referring to the practice of moving from one friend's house to another, sleeping in whatever spare space is available, floor or couch, generally staying a few days before moving on to the next house. The term pre-existed the

organization, "Couch Surfer" was the title of a Bran Van 3000 song written in the 90s.

The company, its website, and the culture of hospitality exchange it is meant to support are all commonly referred to as "Couchsurfing" by the website's userbase, though sometimes the "s" is capitalized.

People who use the Couchsurfing.org website frequently refer to themselves as "couchsurfers", "surfers," or "CSers" for short, demonstrating a mix of loyalty to both the website and the ideals it is thought to support.

Available at <http://en.wikipedia.org/wiki/CouchSurfing>, accessed on 21/07/13.
Images taken from <https://www.couchsurfing.org/n/about>, accessed on 25/07/2013.

1. Fill in the gaps with (T) for true, (F) for false and (NM) for not mentioned statements. (1.0)

| | |
|-----|--|
| [] | The term "couch surfer" existed prior to the organization. |
| [] | Couchsurfing is the practice of traveling moving around people's houses. |
| [] | Couchsurfing has been reported to be very dangerous. |
| [] | More than 10 million people have couchsurfed in 2012. |
| [] | The company is based on the ideal of traveling around the world. |

2. Would you like to be a "couchsurfer"? Why? Why not? (0.5)

3. Write a short paragraph describing the place you would like to travel to if you had the opportunity, why would you go there, how and where and how long would you stay there. (1.5)

LISTENING TASK:

Available at http://www.youtube.com/watch?v=BgnBRWDov_c
 Accessed on 24/07/2013.

You are going to watch a video. Do the activities that follow according to it.

1. All Sydney's tourist attractions were shown in this video, **EXCEPT: (0.5)**

- (A) The Harbour Bridge.
- (B) The Circular Quay.
- (C) The Sydney Tower.
- (D) The Opera House.

2. What are the things to do while visiting Sydney? **(1.0)**

3. Where did the architect that designed the bridge come from? **(0.5)**

- (A) England
- (B) Denmark
- (C) Sweden
- (D) Wales

4. Who are the people the host talks to at the beach? **(0.5)**

Answer key:**Reading Task I.**

1. A) F B) T C) F D) F E) T 2. Personal answer

3. 1) A 2) F 3) D 4) B 5) E

| 4. DO'S | DONT'S |
|---|--|
| Be sensible and streetwise | Don't leave your bags unattended. |
| Leave your passport and jewelry on the safe box at the hotel. | Do not leave your expensive camera, passport and/or cash laying around on the sand |
| Carry some form of ID, such as a photocopy of passports, with you at all times. | Don't take a lot of cash with you. |
| Be careful when using your credit card. | Don't stay away from your credit card when paying for something. |
| Ask credit cards companies for insurance against fraud. | Do not accept an offered pen to write your checks with. |

(Answers may vary)**Reading Task II.**

1.

| | |
|-------|--|
| [T] | The term "couch surfer" existed prior to the organization. |
| [T] | Couchsurfing is the practice of traveling moving around people's houses. |
| [NM] | Couchsurfing has been reported to be very dangerous. |
| [T] | More than 10 million people have couchsurfied in 2012. |
| [F] | The company is based on the ideal of traveling around the world. |

Questions 2 an 3 personal answers**LISTENING TASK:**

1. C

2. Possible answer: People can visit the tourist attractions, such as The Harbour Bridge, The Opera House etc and also go to the beaches, swim, walk on Bondi Beach or eat sausage rolls on Bourke Street.

3. B

Video transcript

Gday mate! Gday mate! Gday mate! Gday mate! I can't sound like an Australian even if I try.

Welcome to Sydney this is Australia's capital in all, but name. Fantastic city attracts ten million a bit for the year. The Opera House, behind me, probably one of the most iconic buildings in the world, designed by a Danish architect, and the tiles are actually Swedish, I bet you didn't know I had that kind of knowledge. So that's the Opera House.

Now, if you come here, shimmy it to the right a little bit, it's some sort of bridge that I've never seen before. It's a hundred and thirty four meters in height and over a kilometer in length. They actually let people climb in the bridge, they can climb all the way to the top, chill out there for a couple of hours and then climb down. You know what? That's two hundred dollars, I don't know about you, but I ain't a millionaire. I'm gonna show you what the cheap things to do around Sydney are. Come with me!

Bourke Street Bakery: This tiny little bakery around the corner in Surrey Hills, offers the best sausage rolls you'll ever have in your life. It's all with a massive queue outside to test them to have bloody, delicious these bad boys are. Ah, I'm gonna tuck in!

Well, once you've stuff your face silly, the next thing to do is what Sydneysiders do best! We go to an unseen amount of beaches I can.

The beautiful beaches, the big beaches, the cute beaches to niche beaches to any sort of beaches you want. Beaches everywhere, coming out of Sydney's ears, everywhere you go a different beach. One of best things you can do in Sydney, right? It's the Coogee to Bondi walk or vice-versa the Bondi to Coogee walk. And you come to these low beaches... this is "the" life after a three-hour walk. That's all you want, yeah!

Gday mate! Gday mate! What's behind me is the Circular Quay, it...meet the stunning where Australia starts as a country, exactly 225 years ago, uh Captain Arthur Phillip first set foot in uh...Sydney. So he was the first person to come with about a thousand convicts, I think he was. And look what they've...the convicts have done in 225 years, they've done alright for convicts, haven't they? They've built this massive metropolis behind me!

Right, no one is drowning if I'm around to control. Don't panic! It's fine!

As much as I love Sydney and all the great things: the beaches, the life style, the night life... there's one thing Australians haven't quite grasp, haven't quite done correctly and that is to build a bench that isn't right in height, but there you go!

RATIONALE

Introduction

As we know today, language and communication go far from knowing only the mechanics. Studies have shown that learning a language should involve more subtle features, such as: body language, idiomatic expressions, interjections, cultural aspects among others. It should involve focus on meaning and also focus on the way the language is produced and interpreted in communication or interaction. Based on the knowledge that a language is much more than rules and structures, I want to propose through this work, a more effective way of teaching a language, creating opportunities to use it in a meaningful way, where communicative situations and production of language may go farther than only conversing, but also comprehending all features necessary to fully understand and live the culture and the society that speak that language. Being critical is also a target so as not to use a certain language without giving learners the opportunity to being reflective and able to fully take advantage of this new knowledge.

The units, developed and presented here, are theme-based having as primary audience adults and young adults who have intermediate level knowledge of the language. They were constructed in unison with the Communicative Language Teaching, in which language's primary purpose is to be a means for communication making use of authentic, real-life contexts so as to develop communicative competence rather than emphasizing on accuracy and grammatical competence. Critical Literacy, teaching learners to really be part of a society, to have critical view of what is being thought, was also taken into consideration. Since I live and work in a coastal city Búzios- RJ, which attracts lots of tourists and has as its main attraction the beaches and water sports and activities, the theme of each unit was carefully thought about, having as basis students' interests, motivation, real-life problems and everyday situations, giving them opportunities to experience, to live the language avoiding only mechanical repetition of somebody else's fabricated ideas. Bearing in mind that to achieve such communicative competence the learner should be exposed to multi-skilled lessons, the units were developed having sections that encompass listening, reading, speaking, writing, grammar, textual genres, transversal themes and other relevant issues for discussion.

Learning is a process, and to make this ongoing process easier and more organized, each section of the unit has been designed to provide learners with comprehensive input aiming at learner's natural, communicative output. The teacher's guide and the test booklet are tools to help, give tips and ideas thus making teachers' job easier and more pleasant. The following sections are related to both units though further information or clarification will be provided whenever necessary.

GET GOING

This section functions as a pre-listening activity in which the learner's previous knowledge of the subject is activated, allowing the teacher to measure what is known and what should be elicited or even taught before going further. As it is said: "Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning"¹ (Vandergrift, 2002). It is the perfect time to provide learners with useful language, giving them the opportunity to negotiate meanings and practicing new vocabulary or structures as well as becoming more autonomous.

LISTEN UP

All activities related to listening were taken from authentic materials found on the internet and were created following the principles that "[...] to learn a language the student should be exposed to both top-down and bottom-up processes"² (Richards, 2008) "[...] so as to provide learners with tools to develop this ability. Different accents, use of vocabulary and the focus on pronunciation has as primary aim enabling understanding to achieve effective communication. The choice of using videos spoken in American, Australian and English accents was to show as many varieties as possible.

PRONUNCIATION

Learners of a foreign or second language usually worry about knowing its syntax, vocabulary, rules of use and usage but one thing that can impair an effective communication, even when you know all the features so well, is when

¹Vandergrift, 2002

² Richards, 2008

learners cannot make themselves understood or understand native speakers in natural interaction.

That's the reason why in both units the pronunciation was addressed to focusing on difficulties Brazilian speakers of English have. As Cristófaró-Silva³ (2007, p. 71) points out, students tend to transfer to English the sound patterns of their mother tongue thus making necessary to give them tools to refine their pronunciation.

SPEAK OUT

This section is to help students express their opinions and enlarge their vocabulary. By using what they have just learned students feel capable, reassured and happy, making room for further acquisition founded on the certainty that they conveyed meaning to their interaction.

READ UP

Although some people argue that listening is the most difficult skill while learning another language, I think, reading is most of times taken for granted and overlooked. We read every day, everywhere and every time, and the written words help finding meaning without the complications of speaking. Nevertheless, reading is a tricky skill and must be carefully looked after. According to Marcuschi⁴ (1996:11), there are different levels of reading that learners must have contact with. In some situations the reading can be easy to understand because it is a paraphrase of what was said (horizontemínimo) at other times they must interpret a joke or a riddle, and it requires more complex information (horizontemáximo). Bearing this in mind I've tried to propose activities that encompassed these features as well as encouraged students to pay attention to reading strategies to help them improve their knowledge, communication and interaction.

GRAMMAR ON THE SPOT

³ FONSECA-SILVA, M.C.; PACHECO, V.; LESSA-DE-OLIVEIRA, A.S.C. (Org.). **Em torno da Língua(gem): Questões e Análises**. Vitória da Conquista: Edições Uesb, 2007

⁴ DELL'ISOLA, R.L.P. **O sentido das palavras na interação leitor-texto**. Belo Horizonte: Faculdade de Letras da UFMG, 2005, p. 84, 85.

Every language has sets of rules to govern it and learners should be provided with activities to give tools for them to express themselves in a communicative way. The units have been designed to help students build up their own hypotheses about the grammatical rules of the language and also to have the ability to use them in real life situation.

GET DOWN TO WRITING

When we communicate through spoken interaction we can avoid misunderstandings, make corrections and solve any problems because it is happening at the moment and there is room for negotiation. Writing, though, is an activity that one does by himself solely and the message that is wanted to be sent, not always achieve its purpose. That's why more elaborate language has to be used. Therefore, students have to learn how to organize their ideas in paragraphs, texts, different genres that make sense and convey the message they want. Features such as style, register, purpose among others have to be considered important, too. So, the activities proposed in this section rely on these premises.

GO AHEAD

This section is designed to help students understand that they are active on the process of learning a new language. They should explore the tools they have at hand to improve daily. Knowing that they can go further, move by their own means, will contribute to their autonomy and as a great educator once said "No one is no one's subject of autonomy"⁵(Pedagogia da Autonomia, Paulo Freire, 1996), i.e. each one is responsible for his/her own growth, changes, learning.

THINK OVER

There is no better way of noticing and developing consciousness as reflecting upon something. So, this section encourages students to develop this strategy as a habit formation. By doing so, chances are that at every new piece of information, students reflect upon and, consequently, learn.

⁵Original quote: *Ninguém é sujeito da autonomia de ninguém.* FREIRE, P. **PEDAGOGIA DA AUTONOMIA – Saberes necessários à prática educativa.**São Paulo, Paz e Terra, 1996 – Coleção Leitura

ASSESSING

Since learning is a process and has many steps to go through, assessing shouldn't be left out. Every process is prepared so as to achieve a certain point, result or product. In language teaching it is also expected. The difference is that to assess someone's knowledge we, teachers, should be aware of some guidelines so as to make it smooth and less traumatic as possible. The test that covers both units, since they have the same theme, was woven based on Brown's (2004) principles of practicality, reliability, validity, authenticity, and washback. Close-ended and open ended response tasks were also included. The main focus of assessing here is to give students the opportunity to see what can be improved and to show how much they already know.

REFERENCES:

BROWN, H.D. **LANGUAGE ASSESSMENT –Principles and Classroom Practices**. Longman, 2004.

CELCE-MURCIA, M.; OLSHTAIN, E. **DISCOURSE AND CONTEXT IN LANGUAGE TEACHING –A Guide for Language Teachers**. Cambridge University Press, 2000. Available at <http://migre.me/9gAR5>. Accessed on July 21, 2013.

FREIRE, P. **PEDAGOGIA DA AUTONOMIA – Saberes necessários à prática educativa**. São Paulo, Paz e Terra, 1996 – Coleção Leitura. Available at <http://migre.me/fB61w>. Accessed on July 20, 2013.

GENESEE, F.; UPSHUR, J.A. **Classroom-based Evaluation in Second Language Education**. Cambridge University Press, 1996.

JONES, D. **Cambridge English Pronouncing Dictionary**. 16th Edition. Cambridge: Cambridge University Press, 2003.

LARSEN-FREEMAN, D. **Techniques and Principles in Language Teaching**. Oxford: Oxford University Press, 1986

OLIVEIRA E PAIVA, V.L.M. (Org.) **Práticas de ensino e aprendizagem de inglês com foco na autonomia**. Belo Horizonte: Faculdade de Letras da UFMG, 2005. 216p.

PARÂMETROS CURRICULARES NACIONAIS –**Conhecimentos de Língua Estrangeira Moderna**. Available at <http://migre.me/9gCwC>. Accessed on July 20, 2013.

RICHARDS, J. C. **Teaching Listening and Speaking – From Theory to Practice**. Cambridge University Press, 2008. New York, NY, USA. Available at <http://migre.me/fB6eu>. Accessed on July 24, 2013.

Vandergrift, L. **From Prediction Through Reflection: Guiding Students Through the Process of L2 Listening**. Canadian Modern Language Review/ La Revue canadienne des langues vivantes University of Toronto Press. Available at <http://migre.me/fB68r>. Accessed on July 23, 2013.