

UNIVERSIDADE FEDERAL DE MINAS GERAIS

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# **TRABALHO DE CONCLUSÃO DE CURSO**

## **Teaching Units**

Projeto de unidades didáticas apresentado ao curso de Especialização em Ensino de Inglês da Universidade Federal de Minas Gerais como requisito para obtenção do título de Especialista em Língua Inglesa.

Belo Horizonte

2013

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## Introduction

This project aims to present EFL (English as a Foreign Language) tasks to be worked at language schools with intermediate level students. This is an attempt to improve and develop the teaching and learning quality of foreign languages in the Brazilian context of English teaching at schools in the twenty first century.

Learning a foreign language may not be so difficult as it seems and when the materials used in class are not interesting , it can be monotonous and tough for the students. Thus, the selected materials for Units 1 and 2 were **Animated Movies** with the objective of making the class more interesting and interactive for the learning process. For Unit 1 , “Happy Feet” was used ,which is a 2006 Australian-American computer-animated family musical film, and for Unit 2 “ Wreck-it-Ralph” was used which is a 2012 American computer-animated family-comedy film. Both films bring a very current issue , prejudice. This aspect can provoke discussions during the class and help the students to develop the foreign language and acquire fluency .

The students may practice the skills of listening, speaking, reading and writing in a critical way when the discussions on activities present polemical issues .

The activities expose the students to a more realistic and practical material, the texts and videos and bring a variety of activities to help them understand English as it is spoken in the real world.

Teachers are free to adjust and adapt any of the tasks as long as they maintain the tasks’ commitment to the promotion of critical reflection among individuals as a path to enhance communicative competences.

## Rationale

The theory which gives support to the Units will be explained on this part.

The Units presented here were developed for use in the classroom with adolescents and adults, students from Belo Horizonte that are at the intermediate level in English as a second language. The units were developed taking into consideration the principles of Communicative Approach; it is of paramount importance to let the students see the teacher as an active facilitator of the learning (Larsen-Freeman, 1986).

The texts and videos selected for this work are authentic, following TIMMIS(2002) who indicates that learners should be exposed to spoken grammar. The option for animated movies was due to the fact that everybody or, a high percentage of people enjoy Animated movies, regardless of the age ,which increases the possibility of learning a language, as NATION ( 2001 ) points out on his text “Learners need to be interested in what they are listening to”. According to Nation (2001) there are several conditions that make this learning more likely: Interest in the content of the story, comprehension of the story, understanding of the unknown words and retrieval of the meaning , decontextualization and Generative processing.

The learning through Task-focused Interaction on listening and speaking activities is applied on this study . “ Listening and speaking activities must provide a feedback to the speaker” ( Brown, 1986 ) so it is suggested that the teacher negotiates meaning during these activities to aim the comprehensibility of the message. Negotiation is a facilitator of learning and several studies of negotiation have shown the range of reasons for negotiation( Aston, 1986 ). When the activity brings the command : “...Discuss in pairs...” as it brings in Units 1 and 2 , Activity 1, ask the student to answer some questions as it appears on Activity 2 from Unit 1, for example, the teacher may negotiate with the students the meaning of the sentences spoken, make some inferences or even bring some more vocabulary to the class.

Both Units 1 and 2 encourage students to think about prejudice in our society. On Unit 1 there is a different penguin, who was born with a different talent, dancing and has to deal with a number of difficulties to prove that being different can make the difference. And on Unit 2, there is a bad Guy who does not want to be bad anymore because there is no recognition for who is bad on the game of life.

Writing activities were based on the relationship between Grammar and discourse as part of language knowledge( Mc Carthy, 1991 ). The students are exposed to some written genres to have a notion about pragmatic aspects, syntactic aspects and discourse processing. In Unit 1, the student is exposed to a Movie review and in Unit 2, to a Descriptive text for them to make their own choices for the writing part.

Those activities involving the genres Movie review and Descriptive texts were done in a contextualized situation and focusing on grammatical form in interactional communication following CELCE-MURCIA ( 2012 ) who believe that teachers who focus attention on linguistic form during interactions are more effective than those who never focus on form or who do it in de-contextualized Grammar lessons.

In Unit 1, Activity 3, the student must complete the gaps using the contextualized grammar that was presented previously so that the grammar was not introduced as a pre-formulated product, but expecting the learner's outcome, their own choices, (Rob Batstone, 1994 ) . The student needs to recognize the verbs in the Simple Present Tense, observe how it occurs according to the subject it refers to and fill the gaps with the correct form ,so that the Grammar was not given beforehand but the student has to construct some meanings for its use along the activities. It also happens in Unit 2, when it is expected from the learners to recognize when the use of the adjectives happens and, later to identify adjectives in some other texts.

In Unit 1, Activity 5, the exercises integrate listening and speaking , where the students need to notice the homophonic words that appear on the video and right after check the pair(s) of words that may not correspond to this group. This way, the student can have an opportunity to shape the spoken language at the moment they are supposed to pronounce the pairs of words and make a distinction between homophonic-words and non- homophonic words, as (NATION and NEWTON,2009) emphasizes :

“... This integration of listening and speaking emphasizes active listening with the listener negotiating and shaping the spoken language...”

As a result, we expect the students to feel more stimulated during the learning process to acquire the communication skills in English more efficiently along Units 1 and 2 from this study.

## UNIT 1 - WHAT MAKES YOU DIFFERENT

### Activity 1 - Warm – up

Watch the Happy feet 1's trailer

<http://www.youtube.com/watch?v=4UDe8M6fUJw>

Discuss in pairs this sentence taken from the movie:

“ ...What makes you different can make all the difference in the world...”

### Activity 2 – Reading

1 - Read this short part t about one Happy Feet’s movie review



[http://en.wikipedia.org/wiki/Happy\\_Feet](http://en.wikipedia.org/wiki/Happy_Feet)

“Every penguin sings a unique song called a "heartsong" to attract a mate. If the male penguin's heartsong matches the female's song, the two penguins mate. Norma Jean, a female penguin, sings "Kiss", whereupon Memphis, a male penguin, sings "Heartbreak Hotel". Norma Jean chooses Memphis as her mate. She lays an egg, which is left with Memphis while Norma Jean leaves with the other females to fish. While the males struggle through the harsh winter, Memphis accidentally drops the egg, briefly exposing it to the freezing Antarctic temperatures. The resulting chick, Mumble, has blue eyes, ever-lasting down feathers, and a terrible singing voice. However, Mumble has a talent that no other penguin has ever seen before: tap dancing [...]

2 - Comprehension text: (Orally)



- a) Who is Mumble ?
- b) What makes him different from the other penguins?

3 - Answer to the question below:

If you had a very different talent, non common in your community, how would you feel about it?

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4 - Pair work

Talk to a partner and write down (a) different talent(s) that he or she may have.

Use these clues:

“This is Mary ( the name of your partner) and she has a different talent....”

Or

“ My partner can play the piano...”

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5 - Interpretation text:

Mumble is a penguin that was born with a different talent: dancing.

Making a parallel with our society when somebody is very different from the others, usually:

Ckeck True ( T ) or False ( F )

(     ) the society accepts this person without any prejudice

(     ) the society pretends that accepts this person, only.

### Activity 3

1 - Read the following passage taken from the Happy Feet's movie review on Activity 2:

"Every penguin sings a unique song called "heartsong" to attract a mate. If the male penguin's heartsong matches the female's song, the two penguins mate. Norma Jean, a female penguin, sings "Kiss", whereupon Memphis, a male penguin, sings "Heartbreak Hotel".

2 - Highlight the verbs from the passage, observe them and choose the best answer:

(      ) The verbs are in the Present Tense

(      ) The verbs are in the Past Tense

3 - Read the passage again and complete the following:

We use The Simple Present to express the idea that an action is repeated or usual and a \_\_\_\_\_ is added to the verb when the person is **HE, SHE OR IT**, as on the sentence "Every penguin sings..."

4 - Read the short passage below which is a viewer's critic about the films Happy Feet 1 and 2 :

"Happy Feet 1 And 2 are my favorite movies of all time and I also, I love animated movies and I love animated movies and cartoons. I hope George Miller will make Happy Feet Three next time."

5-Choose the Best answer according to the passage:

(      ) It is possible to observe that the underlined verbs are in the Present and they have "S" added to the end because the person is: HE, SHE or IT.

( ) it is possible to observe that the underlined verbs are in the Present and they have NO "S" added to the end because the person is : I, YOU, WE or THEY.

6 - Read this other part of Mumble's story:



At the graduation party, Mumble's friend Gloria sings Somebody To Love for everyone, but Mumble gets so caught up with the music, that he himself tries to sing. His out-of-tune singing, causes to other penguins to chuck him out.

The next Day , Mumble is sleeping on na ice float, initially, he thought it was his friends, until he started being chased by a leopard Seal. The leopard seals chases him, and he eventually ends up where Adélie Penguins live. He finds a group of penguins Who call themselves the Amigo's Who are led by Ramon. They taunted the leopard Seal, until he gave up and flopped away.

The amigos show Mumble where they live . Everyone was singing and dancing , and they use some of their newly learned tap dancing to impress some female penguins , to not avail..."

7 - From the text above, list 6 verbs used in the the Simple Present Tense. Three of them must be in the 3rd person of singular ( HE, SHE or IT ) .

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

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

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

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

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

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

8 - Use the Simple Present of the verbs from the Box to complete the text below ( PAY ATTENTION to the subject of the sentence . ) :

Convince –think - embark- stumble - search - sing - croak



<http://www.common sense media.org/movie-reviews/happy-feet>

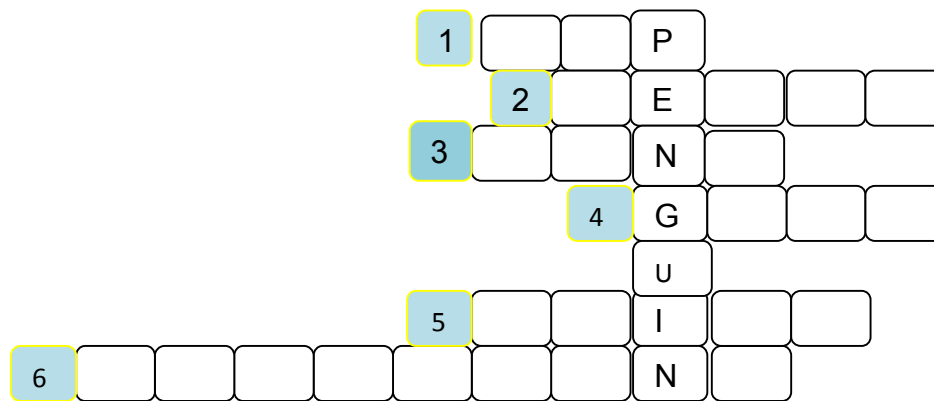
**What's the story?**

“George Miller's ultra-cute animated comedy features the voice of Elijah Wood as Mumble, an Antarctic penguin who can't find his "heart song," a tune unique to each penguin that's supposed to attract a mate. Instead of the soulful melodies all the other penguins \_\_\_\_\_, Mumble \_\_\_\_\_ out horrible sounds. But he can tap dance up a storm, which is exactly what he does, even though the other penguins -- including his dad, Memphis (Hugh Jackman) -- \_\_\_\_\_ it's just plain weird.

Eventually, penguin tribe leader Noah (Hugo Weaving) ousts Mumble from the community, claiming that his oddities are responsible for the recent fish shortage. Exiled, Mumble \_\_\_\_\_ on a journey to discover the true cause of the waning food supply. Along the way, he \_\_\_\_\_ upon a gang of penguins known as the Adelie Amigos, and their guru, Lovelace (Robin Williams). They \_\_\_\_\_ Mumble that his dancing is actually cool, and together, they \_\_\_\_\_ for the "alien annihilators," who gave Lovelace a "talisman" (a plastic six-pack container ring)."

#### Activity 4

1 - Complete the crossword puzzle with words taken from the Movie review you have just read:



Clues across



1 - A dance performed wearing shoes fitted with metal under them.

2 - A hollow muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation.

3 - A short poem or other set of words set to music.

4 - A spiritual teacher , specially one Who imparts initiation.

5 - Belonging to a foreign country or nation.

6 - An object; typically an inscribed ring or Stone, that is thought to have magic powers and to bring good luck.

## Activity 5

1 - First, answer to this question:

How often do you watch movies?

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2 - (Pair work) Tell your partner about a good movie you have ever watched and you would recommend to a friend.

3 - Write down a **Movie review** about the movie you would recommend to a friend following the hints below:

How to write a movie review.

1 - Take notes as you watch expressing elements of the movie you enjoyed or disliked

2 - Give impartial details, only. You can tell people basic premise of the movie and how the story builds but don't give away key moments, specially not the ending.

3 - Give details about how well the movie was shot and directed

4 - Structure your movie review in form of introduction, discussion body and conclusion:

- a) Introduction will give an overview of the movie and will highlight the story of the movie;
- b) Discussion body will assess the strengths and weaknesses of the movie;
- c) Conclusion will give your own opinion about the movie.

A) Write a movie review about one good movie you have already watched.

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## **Teacher's guide – Unit 1**

Level: Intermediate

Time: 60 minutes

### **WHAT MAKES YOU DIFFERENT**

#### **Activity 1 - 10 Minutes**

1 - Play the Happy Feet 's trailer

2 - Divide the class in pairs and give them some time to discuss the question:

“ What makes you different can make all the difference...”

3 - Write that question with italicized words on the board.

Vocabulary questions may happen and the teacher should give other contexts for the unknown words to facilitate the comprehension.

This integration of listening and speaking may bring the negotiation and shaping the spoken language,

#### **Activity 2**

1 - The students will read the movie review and the teacher should encourage them in observing the features of this text type.

2 - Ask the students to think about the questions and select some of them to answer orally.

The answers may vary.

3 - Ask the students to answer to the question individually.

4 - Divide the class in pairs and ask the students to write down (a) different talent(s) that he or she may have.using these clues:

“This is Mary ( the name of your partner) and she has a different talent....”

5 - The students may continue in pairs to read the sentence from this exercise and right after, make a parallel with our society to write true or false to the two sentences that are given.

#### **Activity 3**



1 - Ask the students to read that short passage taken from the movie review on Activity one.

2 - Explain the words ...sings....and... chooses...are verbs and ask them to highlight the other verbs on the short passage taken from the text, observe them and right after choose the best answer: if the verbs are in the Past or if the verbs are in the Present.

Answer: The verbs are in the Present

3 - Call the students attention to the S that appears on the verbs when they are on the 3rd person of singular: HE, SHE OR IT and ask them to complete the sentence given.

Write on the board the rule about the 3<sup>rd</sup> person of singular and explain that we add S to most of the verbs but:

- when the verb ends in: **o, x, s, sh, ch** and **z** , we add ES to the verb;
- When the verb ends in Y with a vowel before, we may add S to the verb;
- When the verb ends in Y with consonant before, we may remove the Y and add IES to the verb.

Write these examples: **I play, She plays, I study, He studies.**

4 - Ask the students to read the short passage which is a viewer's critic about the films Happy Feet 1 and 2 and observe the verbs that appear on it.

5 - After noticing the verbs, call the students attention to the subject, that is not on the 3rd person of singular and the S does not appear in this case.

Ask the students to choose the best answer, so the teacher can be sure if they could observe the difference between the verbs in the Present when the subject is in the 3rd person of singular and when the subject is not in the 3rd person of singular.

Explain the differences between the two cases, one when the verb in the Present and the subject is in the 3rd person of singular with an added S at the end and ,the other when the subject is I, You, We or They and the verb does not have and added S at he end.

The teacher may write those differences on the board.

6 - Ask the students to read carefully this other part of Mumble's story .

7 - Tell the students to list 6 verbs used in the Simple Present Tense and 3 of them must be in the 3rd person of singular.

8 - Ask the students to complete the text using the verbs from the box in the Simple Present Tense.

Tip: The students may have some difficulty understanding some of the words from the box. Give them some help writing the meaning in English (English-English) on the board.

#### **Activity 4**

1 - Ask the student to complete the crossword observing the hints given below it.

The students may work more cooperatively and more autonomously.

Encourage them to interact freely, talking about this vocabulary exercise while you walk around the classroom.

#### **Activity 5**

1 - Ask the students to answer to this question:

How often do you watch movies?

Encourage the students to talk more, to answer to the question using the verbs in the Present and notice the end of the verbs.

2 - Ask the students to talk to a partner about a good movie he or she has ever watched.

Tip – This exercise may be done with the whole class as a group discussion if the teacher prefers.

3- Ask the students to write down a **Movie review** about the movie he or she would recommend to a friend following the hints presented.

## UNIT 2 - BAD GUY

### Activity 1

1 - In this part you are going to read some Character description texts of a very famous cartoon: Wrecked Ralph:



#### **Wreck-It Ralph: Bad Guys Finish Last**

Ralph is a heavy-handed wrecking' riot with a heart. For 30 years—day in, day out—he's been doing his job as “The Bad Guy” in the arcade game Fix-it Felix Jr. But it's getting harder and harder to love his job when no one seems to like him for doing it. Suffering from a classic case of Bad-Guy fatigue and hungry for a little wreck-ognition, Ralph embarks on a wild adventure across an incredible arcade-game universe to prove that just because he's a Bad Guy, it doesn't mean he's a *bad* guy.

#### **Fix-It Felix Jr.: The All-Around Good Guy**

Felix is the popular star of Fix-It Felix Jr. and Niceland's hammer-wielding maintenance man who's beloved by all. When he is not busy fixin' all of Ralph's

wreckin', this gold-medal-winning good guy is being showered with kisses, praise and pies from his tenants. Hardwired for niceness, anything other than being "The Good Guy" just doesn't compute.



2 - Pair work: Discuss with your partner the question below:

Ralph is fed up of being the "Bad guy" on his game. Do you think that it could be because he has been doing it for 30 years?

3 - Circle the words or phrases that qualify the characters on the texts above.

For example, on this part "...Felix is the popular star of Fix-It Felix Jr..." the word that qualifies the noun star is Popular.

4 - Observing these qualifying words, it is possible to say that (choose just one answer):

A ( ) These qualifying words are called **adjectives** and they are defined as words that describe nouns and pronouns.

B ( ) These qualifying words are called **verbs** and they are actions.

## Activity 2 : Vocabulary

1 - Read the description of another character from the movie Wreck-it-Ralph: King Candy



**All hail King Candy**, ruler of the race track, captain of confectionery, sovereign of sugar. Not surprisingly, the most powerful figure in the Sugar Rush game is also the best racer on the track. He may look noble enough, but don't be fooled. This mysterious monarch rules his kingdom with a sugary fist and he is determined to keep his kingdom safe from glitches, rabble-rousers and outsiders. Don't expect him to go easy on Ralph and Vanellope. The King is ably assisted by his strong-arming security donuts, Wynchel and Duncan, and his diminutive henchman Sour Bill, a tiny little ball of un-sweetness.

2 - Now, identify adjectives from the text above on Word Search below:

e o p j p k b w t l m  
 m y s t e r i o u s w  
 b r y w y p l b n p s  
 e d z v e o w c o m t  
 s x q a u w o e b l r  
 t k x w n e r y l p o  
 l n m f w r a u e v n  
 s g g p r f m w u a g  
 a w o h y u l m b y x  
 z t y w k l m e o v w  
 s u g a r y w l m b h

### Activity 3: Listening and comprehension

1 - Watch the **Wrecked Ralph trailer** :

<http://www.youtube.com/watch?v=btB8tb8fLYM>

2 - Now, identify who says the following sentences.

Write **R** for Ralph, **F** for Felix and **O** for others:

- a) ( ) "It's hard to love your job when no one else seems to like you for doing it"
- b) ( ) "I can fix it"
- a) ( ) "Where is the wrecking guy?"
- b) ( ) "Why are you so freckling annoying?"
- c) ( ) "Ralph you are a bad guy but this does not mean you are a bad guy."

### Activity 4: Writing

Part A: Instructions - Write a description text of a character from a movie that you really enjoyed for some reasons, but do not mention his or her name.

**Consider the following:**

**How to write a good descriptive writing**

- Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses and may also paint pictures of the feelings the person, place or thing invokes in the writer.
- Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
- Good descriptive writing uses precise language. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
- Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

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**Part B: Orally**

Give your descriptive writing to the teacher who will read out loud some of them for the students. The group must try to guess who the character that was described on the text is.



## Teacher's guide- Unit 2

### BAD GUY

#### Activity 1

1 - Ask the students to read the Descriptive texts

Solve vocabulary problems giving other contexts to the words

2 - This activity may be done with the whole group or in pairs, if the teacher prefers discuss the questions with the students:

Ralph is fed up of being the "Bad guy" on his game. Do you think that it could be because he has been doing it for 30 years?

Answers may vary.

3 - Ask the students to identify the words that qualify the characters on Activity 1's texts.

Tell them to circle these qualifying words or phrases.

4 - Ask the students to notice the qualifying words from the previous exercise and to choose one answers from letters A and B.

Answer:

A ( x ) These qualifying words are called **adjectives** and they are defined as words that describe nouns and pronouns

Tip:

Write on the board some more examples of adjectives describing nouns and pronouns:

e.g. *Which man? Good guy popular star*

## Activity 2

1 - Ask the students to read slowly the description of another important character from the movie, King Candy.

2 - Encourage the students to find out adjectives from the King Candy's text on the Word Search given.

Check it with the answers below:

e	o	p	j	p	k	b	w	t	l	m
m	y	s	t	e	r	i	o	u	s	w
b	r	y	w	y	p	l	b	n	p	s
e	d	z	v	e	o	w	c	o	m	t
s	x	q	a	u	w	o	e	b	l	r
t	k	x	w	n	e	r	y	l	p	o
l	n	m	f	w	r	a	u	e	v	n
s	g	g	p	r	f	m	w	u	a	g
a	w	o	h	y	u	l	m	b	y	x
z	t	y	w	k	l	m	e	o	v	w
s	u	g	a	r	y	w	l	m	b	h

## Activity 3

1 - Play the video for the students.

2 - Ask the students to associate the speech to the right speaker. The video may be played again for the students to be able to associate the speech to the right character more easily.

Answers:

a)( R ) "It's hard to love your job when no one else seems to like you for doing it"

- b)( F ) “I can fix it”
- c)( O ) “Where is the wrecking guy?”
- d)( O ) “Why are you so freckling annoying?”
- e)( O ) “Ralph you are a bad guy but this does not mean you are a bad guy.”

## **Activity 4**

### Part A

Ask the students to read about Descriptive text ´s features

And after encourage them to write a description of a character they want.

Tip: Encourage the students to use as many characteristics as possible and you may help them with a list of adjectives on the board:

Ask the students to write a description about the character without mentioning his or her name , so that it will be possible to play a guessing game on part B

### Part B

Ask the students to give their descriptive writing and read out loud some of them for the students. The group must try to guess who the character described on the text is. This part may be done orally with the whole group.

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