

**UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG
FACULDADE DE LETRAS - FALE**

**CURSO DE ESPECIALIZAÇÃO EM INGLÊS – CEI
UNIDADE DIDÁTICA PARA O ENSINO DA LÌNGUA INGLESA
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SUE GAIPO

YOU ARE WHAT YOU SAY

**BELO HORIZONTE
2013**

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YOU ARE WHAT YOU SAY

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

**BELO HORIZONTE
2013**

A minha tia Nadir,
que me mostrou que tendo força, coragem e foco,
alcançamos nossos objetivos.

AGRADECIMENTOS

A todos que contribuíram para a realização deste trabalho, muito obrigada.

A minha família por sempre acreditar em mim.

Ao meu namorado Vinícius por sempre estar ao meu lado mesmo nas horas em que eu não pude lhe dar atenção para estudar.

Aos meus colegas de classe pela troca de conhecimentos e ajuda.

A todos os professores do CEI pelo conhecimento passado e apoio.

A mais nova amiga Cássia, pela amizade e aprendizado.

Enfim, muito obrigada, com vocês tudo ficou mais fácil.

INTRODUCTION

People get interested in studying English as a second language for many reasons, such as: because they want to broaden their knowledge, because their job requires it, to satisfy the wish of traveling abroad, or even because they like it. But these people have the same goal: being able to communicate. When they start to use the material in a classroom, if they do not feel comfortable with the material, it might be because they do not have enough communication, interaction being proposed and the material does not relate with student's real lives. It may also, be focused on form, rather than offering the chance of working on meaning. Combined, these are factors which may prevent students from getting excited to study English. They can even give up learning English. They want to talk, give their opinions, express their thoughts and beliefs. Authentic material must be used on a communicative and critical perspective in order to improve their learning process. With this material teachers can encourage students to interact and be closer to native speakers' language.

Trying to follow this purpose, **“you are what you say”**, is a practical book to help learners studying in a contextualized way. It focuses on communication and interaction with many kinds of reading, listening, writing and speaking activities, including pronunciation, vocabulary activities and a self-assessment section to provide students a good learning process leading them to transform themselves through a critical perspective. It also encourages them to work in groups, exposing their ideas and feelings. Each unit is followed by a Teacher's Guide to help the teachers with the answers of the activities and suggestions. There is also a test based on each unit.

This material has been designed in order to meet an educational purpose so as students have a dynamic and funny class integrating all of the skills. It is also expected that its activities provide the chance of students getting engaged on interaction tasks. It will help to improve their knowledge process in a critical perspective.

I hope you enjoy it. It will be useful for you!

SUMMARY

Unit 1: “Learning about recipes” - Introduction	8
Think about it and talk a lot	9
More words in your mouth	10
Let’s read	11
Understanding the text	13
Improving your pronunciation	14
Let’s talk.....	15
Talking better with grammar	16
Listen as a good learner	17
Your turn to write	18
Let’s check about your knowledge	19
Learning more	20
Teachers Guide	21
Unit 2: “Read: Improve your skills” - Introduction	27
Think about it and talk a lot	28
Let’s read	29
Understanding the text	30
More words in your mouth.....	31
Improving your pronunciation	32
Let’s talk	33
Talking better with grammar	34
Listen as a good learner	36
Your turn to write	38
Let’s check about your knowledge	40
Learning more	40
Teacher’s Guide	41
Unit 1 Test	47
Unit 2 Test	54
Rationale	60
References	66

“You are what you say”

Sue Gaipo

Learning about recipes

In this unit you are going to...

...improve you vocabulary about food.



Figure 1- <http://migre.me/galOU>.
Accessed on August 26,2013

...practice the pronunciation of the "T" sound

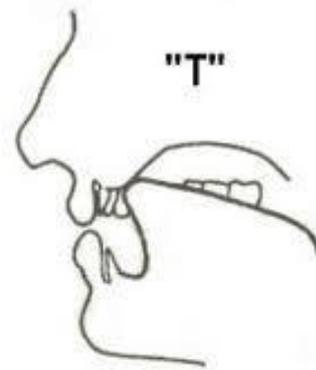


Figure3- <http://migre.me/galT1>
Accessed on August 26,2013

... prepare delicious recipes.



Figure 2- <http://migre.me/galSa>
Accessed on August 26,2013

... give instructions.



Figure 4- <http://migre.me/galTQ>
Accessed on August 26,2013

Learning about recipes

Think about it and talk a lot



What is it about?

Do you know how to cook?

Would you like to learn about cooking?

What kind of food do you like to cook?

More words in your mouth

➤ Number the pictures according to the words:

1 - butter	7- sugar	13- pineapple
2 - jello	8 - cheese	14 -flour
3 - lettuce	9 - salt	15 - grape
4 - mayonnaise	10 - sour cream	16 - lemon
5 - bread	11 - yolk	17 - spoon
6 - mustard	12- strawberry	18 - bowl

		
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Let's read!

1

- ✓ 5 (3 oz. each) pkgs. jello, any 5 different flavors
- ✓ 5 c. boiling water
- ✓ 10 tbsp. ice water
- ✓ 10 tbsp. sour cream

Dissolve one package of jello in 1 cup o boiling water. Pour 1/2 cup into the bowl and add 2 tablespoons of ice water. Chill until set in ring mold or pretty glass serving dish. Blend 2 tablespoons of sour cream in the remaining jello and pour it over gelatin in mold. Chill until set, about 20 minutes. Repeat with each flavor of gelatin remaining. Pour into mold until ribbon is completed. Makes about 6 cups or 12 servings.

Available at <http://www.cooks.com/rec/doc/0,1943,153168-225207,00.html> , accessed on January 25, 2012



Ingredients:

- ✓ bread slices
- ✓ cheese slices or cheese sliced from a block
- ✓ mayonnaise sauce (or butter)
- ✓ salt- to taste
- ✓ black pepper - to taste
- ✓ mustard
- ✓ lettuce leaves (optional)

Method:

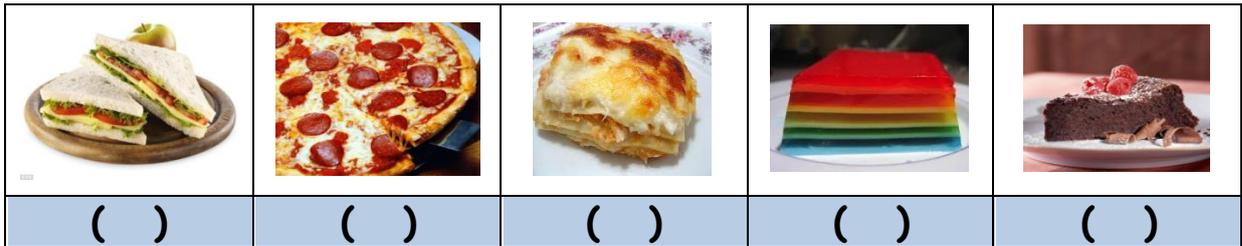
Mix mayonnaise, salt, pepper and mustard. Spread a layer of this mixture on two slices of bread.

Place a lettuce leaf on one of the slices (on the mayonnaise side) and cover with cheese. Place the second slice mayonnaise side down to cover the cheese.

Available at <http://www.awesomecuisine.com/recipes/1832/1/cheese-sandwich/page1.htm> accessed on January 25, 2012

Understanding the text!

- Read the recipes 1 and 2 and number the pictures corresponding to each recipe:



- Answer the questions about the recipes:

1) What flavor of jello do you prefer to prepare for **recipe 1**?

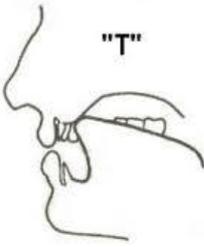
2) How many people can you serve with the **recipe 1**?

3) What is the essential ingredient in **recipe 2**?

4) Which recipe do you prefer?

Improving your pronunciation

- Listen to these words taken directly from the recipes:



Butter = [bʌt̚·ər]

<http://dictionary.cambridge.org/dictionary/american-english/butter?q=butter>

watermelon = [wɔt̚·ər, mel·ən]

<http://dictionary.cambridge.org/dictionary/american-english/watermelon?q=watermelon>

Available at <http://dictionary.cambridge.org/> accessed on a August 12, 2013

- Now practice saying the words above aloud:

What can you observe?

Notice the words "butter" and "watermelon". As you can see, in both words, the letter "T" has the same sound. In this case, the sound is similar to the sound of "R" in Portuguese.

Now, listen to the sound of the words and circle the ones that correspond to the same sound:

Mustard | salt | lettuce | Mixture | pretty

Available at <http://dictionary.cambridge.org/> accessed on a August 12, 2013

Let's talk

➤ Interview activity:

In pairs, ask your partner:

1) Do you like cooking?

2) Do you know how to cook?

3) Do you like jello?

4) What kind of food do you like?

5) What fruit do you like?

6) Do you help you mother when she is cooking? Is it important to help her? Why?

Now, according to the theme "Recipes", you can create some questions to ask your partners. Ask them what would you like to know about cooking, food, recipes...etc: Write here the questions:

Talking better with grammar tips

Hint: The Imperative Form is used to give directions, instructions and orders.

Ex: Put the chocolate in the cup.

1) In recipes we use the Imperative to:

- Give directions
- Give instructions
- Give orders

2) Fill in the blanks with the verbs bellow:





Grease | Mix | Spread | Add | Slice

- 1) _____ the butter.
- 2) _____ the eggs and the milk.
- 3) _____ the cheese.
- 4) _____ sugar.
- 5) _____ the cooking pan with butter.

Listen as a good learner

Have you ever watched a video about recipe?

Which one?

Did you prepare the recipe?

Now, listen and watch the video “Chocolate volcano cakes - recipe” and then, circle the ingredients that appear in the video:



Figure 1 - Available at http://www.youtube.com/watch?v=0_NnIuiLBhE Accessed on August 25, 2013

bread chocolate salt jello salt cheese butter sugar
tomato flour vanilla pod milk cocoa powder yolk
lemon individual cake thins cookie lettuce

Your turn to write

You learnt that to write a recipe, you have to use the “**Imperative Form**” giving instructions.

*Ex: Mix mayonnaise.
Cover with cheese.*

Now I'm able to ...	😊	😞	😐
... talk about food.			
... write a recipe in English.			
... have a discussion about how to cook.			
... pronounce the letter "T"			
... use the imperative form.			

Learning more!!

- If you want to learn more about recipes and know to use more vocabulary about food, check these sites:
 - ✓ Bread Pizza: <http://www.youtube.com/watch?v=xWCTwHrGVGM>
 - ✓ Easy snack recipes for kids: <http://www.youtube.com/watch?v=2d-eY6YLFw>

Unit 1 “Learning about recipes”

Teacher’s guide

Objective: Focus on vocabulary and Imperative Form in a meaningful form.

Level: Basic (for beginners)

Class 1 - 50 min

Think about it and talk to a lot: (10 min)

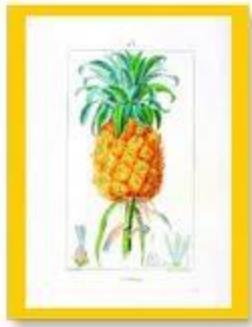
- ✓ The objective is to introduce the topic concerning recipes.
- ✓ The teacher is supposed to elicit from students their previous knowledge about cooking, recipes and give them information about this. Talk as much as possible to them about food, recipes, etc...
- ✓ Questions:
 - Do you know how to cook?
 - Do you like cooking?
 - What do you like cooking?

More words in your mouth: (15 min)

- ✓ The objective is to introduce vocabulary related to recipes to improve students vocabulary learning:
- ✓ In this activity students are going to negotiate the meaning of the words. It is expected student-student interaction and teacher-student interaction:

Tip: Do some flashcards about the words of the vocabulary and take to the class, choosing students and asking them what the picture is. The objective here is to teach students the vocabulary from the unit.

- ✓ Example of flashcards:



- ✓ Example of question:
 - What is it?
 - What is the name of the fruit?
 - After practicing the vocabulary with students, read the words and ask them to do the exercise numbering the words according to the pictures.
- ✓ Answer key:
 - 16/15/17/18/14/11/13/12/8/9/7/10/3/6/1/4/2/ (Correct this activity orally)

Let's read: (15 min)

- ✓ The objective is to lead students to read and make them aware that, through reading, they can develop many skills in the English language, such as increase their vocabulary knowledge.
- ✓ Explain students why they do not see the title of the recipes.
- ✓ It is because they are going to choose the correct title on the next activity.
- ✓ Answer key:
 - Text 1: jello (4^a picture)
 - Text 2: sandwich (1^a picture)

Understanding the text: (10 min)

- ✓ Ask each student to read a line. Then, they answer the questions about the recipes.
- ✓ The teacher can ask students their answer or in a conversation, students can give their opinions.
- ✓ Encourage students to talk more about their answers.

Class 2 - 50 min

Improve your pronunciation: (15 min)

- ✓ The objective is to show students the sound of “T” as “R” in Portuguese.
- ✓ The teacher will show students the sound of the words using a website or cd that provides the pronunciation of words. They will perceive the sound of letter T. There is a tip explaining better the sound.
- ✓ In the activity, the teacher will use the website or cd so as students listen to the words in order to circle the words with the same sounds.
- ✓ You can listen to the following cd with the words sounds.

Tip: The following website presents a range of pronunciation activities.

<http://dictionary.cambridge.org>

- ✓ Answers:
 - Lettuce, pretty

Let's speak: (15 min)

- ✓ The objective is to focus on students keeping a conversation. They are going to discuss about the questions in pairs. Students have to talk as much as possible, giving complete answers. It is advisable that the teacher pay attention to their pronunciation, vocabulary used and doubts.

Talk better with Grammar (10 min)

- ✓ The objective is show students when they can use the Imperative form:
 - Give directions,
 - Orders,
 - Instructions
- ✓ Give some examples of the unit:
 - Dissolve one package of jello.
 - Mix mayonnaise.
- ✓ Read the verbs with the students, ask them to repeat after doing the exercise.
- ✓ Answer key:

- Activity 1: Giving instructions
- Activity 2:
 - Add
 - Mix
 - Slice
 - Spread
 - Grease

Listen as a good learner : (10 min)

- ✓ In this activity, students will watch a video about “Chocolate volcano cakes - recipe” showing the ingredients used. They are supposed to observe pronunciation, intonation, and vocabulary. It is also required that students try to memorize the given information in order to do the activities. Check the activity and clarify any possible doubts.
- ✓ Play the video 3 times and ask students to circle the ingredients:
- ✓ Answer key:
 - Chocolate
 - Butter
 - Sugar
 - flour
 - vanilla pod
 - milk
 - cocoa powder
 - yolk
- ✓ Video transcript:

Hi,

Welcome to the kitchen. So you would like to make something luscious in chocolate but you haven't much time and maybe you even have an expected guests. These chocolate volcano cakes are made for you. These individual cakes are truly delicious and will leave your guests open mouthed.

Let's see the ingredients you need to make them:

 - 5 and a half oz (50 g) of dark chocolate
 - 2 and a half tablespoons (20g) of flour

- 2 medium eggs + 1 yolk
- a pinch of salt
- 1 and a half tbsp (10g) of cocoa powder + 1 tbsp for the cake tins
- 5 and a half tbsp (80g) of butter + a bit butter for the cake tins
- 2/3 cup (90g) of powder de sugar + a tbsp for decoration
- 1/2 vanilla pod
- 4 individual cake tins

Let's see how to make the chocolate volcano cakes:

First of all, chop your chocolate and melt it into a pan or in a microwave. Once it is melted add the butter cutted in cubes.

Now melt everything together and take it off the heat and let it cool.

While the chocolate is cooling, in a mixer place the egg which should be at room temperature.

And now add the powdered sugar which is sift before hand and the seeds which should be scraped from the vanilla pod. Add the sugar and then turned on mixer for about 10 minutes or until the mixture is light and uniform.

Now mix in a low speed and add the cool chocolate mixture.

Now simply add the cocoa powder sift together with the flour and a pinch of salt. Mix all together with a spatula, once it is completely mixed with no "lumps" it is ready to fill the individual tins .Now for the cake get ready, butter the cake tins and cover the butter with cocoa powder ,divide the butter between four tins , and bake at 3:15 fahrenheit for 13 to 15 minutes maximum.

Don't let it cook for even one more minute or the "center" will be liquid but it will cook through.

Once it is in oven the cakes rest for a few minutes and then after turn out in a dessert plate, just with a bit powdered sugar and it is ready to be eaten.

(Transcribed by Sue Gaipo, there is not an official transcript)

Class 3: 50 min

Your turn to write: (15 min)

- ✓ The objective of this activity is to allow students the opportunity to create a recipe using everything they learned in this unit. It is a good opportunity for the teacher to know about the difficulties of each student, and practice the new vocabulary and the grammar.
- ✓ Read for them the steps to write a recipe, clarify doubts.

Let's check about your knowledge (5 min)

- ✓ Students are going to answer some questions related to the content covered in the unit.
- ✓ It is a good opportunity for the teacher to know about their doubts and knowledge.

Learning more (15 min)

- ✓ The objective is to allow students the chance to know more about recipes and vocabulary.
- ✓ If the school provides the required equipment, the teacher can do this activity inside of the class. It can a fun activity.
- ✓ There are some websites that students can access in order to see different examples.
- ✓ The teacher can explain and talk to them about the videos.

Extra class: Speaking

- ✓ Students should pretend they are cooks, and they must explain how to prepare a delicious recipe.

Unit 2

Read: improve your skills!

In this unit you are going to learn...

... how important reading is.

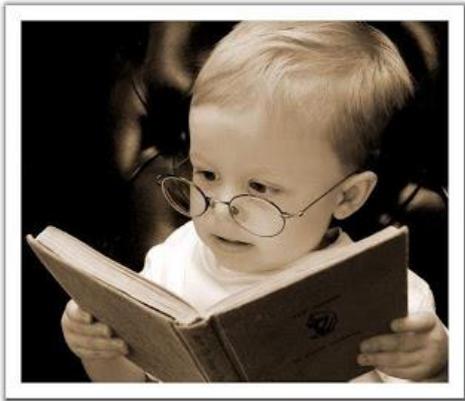


Figure 2 - <http://migre.me/ganan>.
Accessed on August 23, 2013

... how to correctly pronounce the
ING sound

'Ing' Sound Words

going
running
jumping
fishing
laughing
ying
ching
spring
marrying
singing
washing

Figure 3 - <http://migre.me/ganc2> accessed on August 23, 2013

... how to use WHO.



Figure 4 - <http://migre.me/gancU>
Accessed on August 23, 2013

... how to make a slogan.

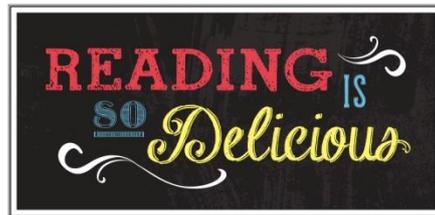


Figure 5 - <http://migre.me/ganel>
Accessed on August 23, 2013

Read: Improve your skills!

Think about it and talk a lot



Figure 6 - <http://marleenj.blogspot.com.br/2011/02/interest-and-hobbies.html>. Accessed on May 23, 2013

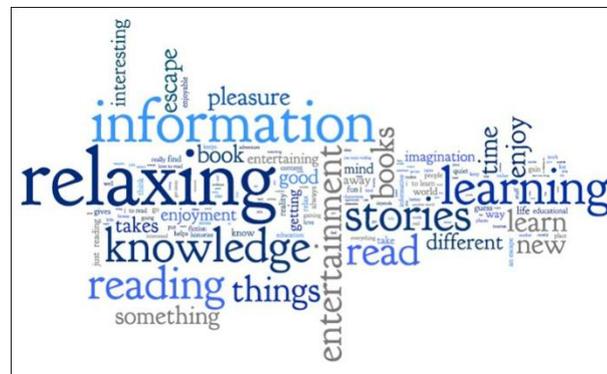


Figure 7 - <http://pewinternet.org/Infographics/2012/Why-people-like-to-read.aspx>. Accessed on May 23, 2013

What is it about?

Do you like to read?

What do you like to read?

In your opinion, is it important to read?

Let's read!

➤ **Before reading:**

In your opinion, why do people read?

() to know what is happening around the world

() to have a good vocabulary

() to improve concentration

() to know about famous' lives

() to know about some places to visit

The Importance Of Reading

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The only tragedy is that, with time, people have lost their skill and passion to read. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving vocabulary and word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary.

It is observed that children and teenagers who love reading have comparatively higher IQs. They are more creative and do better in school and college. It is recommended that parents to inculcate the importance of reading to their children in the early years. Reading is said to significantly help in developing vocabulary, and reading aloud helps to build a strong emotional bond between parents and children. The children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better.

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading provides detailed information on Reading, Home Reading, Reading Glasses, Reading Comprehension and more. Reading is affiliated with Educational Games.

Avai able at <http://ezinearticles.com/?The-Importance-Of-Reading&id=354498> accessed on May 27, 2013

Understanding the text!

1) What is the main idea of the text?

2) Do you agree that reading offers a productive learning and good vocabulary? Why?

3) Is it important to read books?

4) What are the main reasons that can motivate people to read newspapers?

More words in your mouth

➤ Based on the context, try to figure out the meanings of the words below, relating the columns (read the text again, if necessary):

1- grasp	() known or recognized by many people
2- variances	() to cause someone to have particular beliefs or values by repeating them frequently
3- inculcate	() on or to one side
4- aside	() permission to do something differently from the official or usual way
5- thrilling	() the time when you are free from work or other duties and can relax
6- indulge	() to allow yourself or someone else to have something enjoyable
7- leisure	() very exciting
9- well-known	() to take something quickly, in your hand, and hold it firmly

Available at <http://dictionary.cambridge.org>, accessed on May, 2013

Improving your pronunciation

English Pronunciation is very important and you should always practice it. Listen these words:



Reading = [riːdɪŋ]

http://dictionary.cambridge.org/dictionary/american-english/reading_1?q=reading

Interesting = [ˈɪnˌtrɪstɪŋ]

<http://dictionary.cambridge.org/dictionary/american-english/interesting?q=interesting>

Available at <http://dictionary.cambridge.org/> accessed on august 15, 2013

➤ Now practice saying these words aloud:

What can you observe?

As you can observe, the ING is at the end of the word. In this case, the letter G it is not pronounced.

➤ Now, take a look at the text and find more 3 words with the same sound:

--	--	--

Let's talk

➤ Interview activity:

1) Interview 3 students about reading following the questions:

a) Do you like reading?

b) In your opinion, is it important to read? Why?

c) What do you like to read?

d) Why do people read?

e) When do you like to read?

2) In a conversation with your classmates and teacher, tell them what the **negative and positive points** are, in your opinion, about the answers of the interview above:

Talking better with grammar tips

1) Pay attention to this sentence from the text:

*It is observed that children and teenagers **who** love reading have comparatively higher IQs.*

Tip: the purpose of the extra piece is to identify the things or people you mention by adding a fact about them.

a) Underline the term which **WHO** is related to:

Read more some sentences using **who**:

- ✓ The boy **who** likes to read is very intelligent.
- ✓ The kids **who** are reading the books, need o to go to the classroom now.

b) What does **WHO** refer to?

() animals | () things | () people

c) Now take from the text another example using **Who**:

2) Make sentences using **WHO**:

a) Children have the habit of reading. Children are more creative.

b) People love reading. People are more intelligent.

3) The same sentences from the text:

- It is observed that children and teenagers **who** love reading have comparatively higher IQs.
- The children **who** start reading from an early age are observed to have good language skills (...)

a) Who loves reading?

b) Who starts reading from an early age?

4) Tick to the correct sentence related to correct usage of **WHO**:

() People **who** like to read, write better.

() The books **who** are on the table are mine.

Answer the questions according to the video:

2) As you see in the video, reading helps and allows us to do lots of things. What does reading allow us? List two reasons that you see on the video:

3)The video mention some topics about " **So, why read?**" , watch the video again and complete this topic with the specific words:

Hours	Someone	Sometimes	Imagination
-------	---------	-----------	-------------

- a) Because you don't want _____ else to determine how your _____ should take shape.
- b) Because _____ things are better understood when you can read them for yourself.
- c) And because... Let's be honest, sometimes we all have a few _____ to kill and words always tell the stories better than pictures.

Your turn to write

Imagine that the Brazilian government is doing a championship for students to participate about how important reading is. This championship will be for a public library. The winners will have their work shown throughout Brazil and will also be shown in all Brazilian public library.

In order to participate just follow the steps:

- 1) Using your previous knowledge about reading, list the advantages that reading offers to a person.

- 2) Now you have to create a slogan for the championship about reading. The first pictures of this unit are slogans. As you could see *a slogan's purpose is to inform, create interest and advertise*. Remember that slogan is a short, easily remembered phrase used to describe the character of something, or an idea.

Look at the other example of slogan and then create your own based on the previews information given. Remember: be creative, your work can be shown throughout Brazil.

Let's check your knowledge!!!!

- Think about what you learned in this unit and check your knowledge:

Now I'm able to ...	😊	😞	😐
... talk about reading.			
... make a slogan.			
... talk to my friends with new vocabulary about reading.			
... use WHO			
... to pronounce the "ING" sound.			

Learning more!!

- If you want to learn more about reading, check these sites:
- ✓ **Benefits of reading:** http://teenink.com/opinion/school_college/article/382103/Benefits-of-Reading/
 - ✓ **How important to read is:** <http://www.learn-to-read-prince-george.com/why-is-reading-important.html>

Unit 2 – “Read: Improve your skills!”

Teacher’s guide

Objectives: Focus on the importance of reading, the usage of "who", the pronunciation of the ING sound and how to make a slogan.

Level: Basic (for beginners)

Class 1 - 50 min

Think about it and talk to a lot: (10 min)

- ✓ The teacher is supposed to elicit from students their previous knowledge about reading. Give them information about the topic.
- ✓ Encourage students to talk more about their answers.

Let’s read: (15 min)

- ✓ Objective: Check what students consider as important reasons for reading and pay attention to vocabulary usage, verbs, expressions and pronunciation.
- ✓ Students are going to choose what makes someone read.
 - Teacher discusses and compares students’ answer. Try to encourage them to talk about their opinions.
 - **(Personal answers)**

Students will read the text. Ask students to read the text.

Understanding the text: (15 min)

- ✓ Ask students to answer the questions about the text.
- ✓ The teachers can ask each student their answer or in a conversation students give their opinions.
- ✓ Encourage students to talk more about their answers
- ✓ **Answers:**
 - The importance of reading
 - Personal answer

- Personal answer
- "...Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader..."
- ✓ Teacher check their answers (students will answer orally)

More words in your mouth: (10 min)

- ✓ Objective: Introduce vocabulary related to text about reading.
- ✓ Students are going to number the second column according to the first one.
- ✓ It helps them to understand the text and improve their vocabulary learning.
- ✓ **Answer:**
 - 8, 3, 4, 2, 7, 6, 5, 1

Class 2 – 50 min

Improve your pronunciation: (15 min)

- ✓ Objective: identify the "ing" sound and practice the correct pronunciation of it. Students will listen to the sounds in the website or CD to assure they have an example of the correct pronunciation of the referred sound. The listening is followed by practicing the sound.
- ✓ In the activity students will find more words with the same sound from the text.
- ✓ **Answer:**
 - Thrilling, improving, exciting
- ✓ You can listen to the following cd with the words sounds of the example:

Tip: The following website presents a range of pronunciation activities.

<http://dictionary.cambridge.org>

Let's speak: (10 min)

- ✓ The objective is to focus on students keeping a conversation. They are going to discuss about the questions in pairs (interview). Students have to talk as much as possible, giving complete answers. It is a good moment for the

teacher to pay attention on their pronunciation, their vocabulary usage and doubts.

- **Personal answers.**

Talking better with grammar: (10 min)

- ✓ Objective: show students how to use **WHO**.

Tip: The teacher can use examples with students:

Who is she?

Who is he?

Who is wearing a green t- shirt?

Who wears red glasses?

- ✓ In this case, who is used to refer to the subject of the action.

- ✓ **Listen as a good learner: (15 min)**

- ✓ Objective: Practice listening skills

- ✓ Now, they are going to watch the video "**Why read**" paying attention to it in order to do the following exercises:

- ✓ Activity 1- Play the video 3 times according to pauses, stopping the video will increase the chances of students comprehend it.

- ✓ **Answers:**

- Suggested answer - R: 1-To educate ourselves about places around the world and even things happen in your backyard. 2- Take something without meaning and shape .3-Maybe even try recipes in better form to us.

- ✓ Activity 2: play the video again according to pauses, and the students will fill in the blanks with the specific words.

- **Answers:** a) someone - imagination b)sometimes c) hours

- ✓ Activity 3: after having watched the video, students will answer the question themselves.

- Personal answer.

- ✓ Ask students to compare their results.

Video transcript:

WHY READ?

Technology has given us books on tape and movies based on novels. You can even log on to your computer and hear the latest news or see step by step instructions to make a meal or put together a piece of furniture. So, why pick up a book, newspaper or take the time to read a recipe or instruction manual? When everything is right there, at your fingertips.

Peter Temes, a writer of an education week magazine states: "I read for pleasure, to learn things I want to know and to hear news from faraway places". Let's take a closer look into the reasons why he, as well as many others choose to read.

Great literature can take you to faraway places. Places that can only exist on the pages of a book and take shape in your imagination. You could fight great battles in Narnia, play quidditch in the looming shadows of the Hackworth castle. Journey twenty thousand leagues under the sea, or walk barefoot in the green grass of the Shiloh. The beauty of literature is that it asks us to use our imagination.

Reading also allows us to educate ourselves about places around the world and even things happening at our own backyard. It allows us to take something without meaning or shape and turn it into something that can be used by all. And maybe even turn recipes that are foreign to us.

So, why read? Because you don't want someone else to determine how your imagination should take shape. Because sometimes things are better understood when you can read them for yourself and because let's be honest: sometimes we all have a few hours to kill and words will always tell the story better than pictures ever could.

(Transcribed by Sue Gaipo, there is not an official transcript)

Class 3: 50 min

Your time to write: (15 min)

- ✓ The objective of this activity is to allow students the opportunity to create a slogan paying attention to the examples given. After observing, they will create their own slogan.
- ✓ It is a good opportunity for students to express their feelings about reading and creativity.
- ✓ Read for them the steps and clarify doubts.
 - **Personal answers**

Let's check about your knowledge (5 min)

- ✓ Students are going to answer some questions about their knowledge about the unit.
- ✓ It is a good chance for the teacher to know about their doubts and knowledge.
 - Personal answers

Learning more (15 min)

- ✓ The objective is to allow students the chance to know more about the importance of reading.
- ✓ In case there is a classroom equipped with a video, the activity can be done in class.
- ✓ There are indications of some websites containing videos similar to the one presented.
- ✓ The teacher can explain and talk to them about the videos.

Extra class:

- ✓ Take some postcards with famous people and ask: Who is she? Who is he?



Figure 10 - <http://gianzinho-cultura-brasil.blogspot.com.br/2012/03/antonio-fagundes.html>

Test booklet

- ✓ Students can take this test in one class (50 minutes)
- ✓ The videos are on cd
- ✓ There are the video transcriptions after the answers.

Unit 1 – Test

Name: _____

Level: _____ Class: _____ Teacher: _____

Date: _____ Score: 10,0 Student's score: _____

Watch to the video about Sandwich Rollups and answer the activities 1 and 2:



Figure 11 - <http://www.youtube.com/watch?v=04BYEugkQfA>. Accessed on August, 13, 2013

1) According to the video, check the statement that may be considered **wrong (1,0)**:

This **Sandwich Rollups** can be perfect for:

- a) Picnic parties
- b) Meeting
- c) Starter
- d) Breakfast
- e) Appetizer

2) According to what was said on the video, you can use many ingredients to prepare this **Rollups**. Circle which ingredients they used **(1,0)**:

Cheese slices ham jelly mustard ketchup
lettuce bread shredded carrot tomato mayonnaise

Read it:

Heat oven to 200C/180C fan/gas 6. First, crush the cornflakes by placing them in a freezer bag, then breaking with the rolling pin. This is fun (but mind your fingers) and try not to bash them to dust, just to rough flakes. Put in a bowl.

Tip the mince into another bowl, add the basil and a little ground pepper. For lean mince you may need to add 1 tbsp beaten egg to help it bind (stick together), then mix it well. Put some flour on a plate and some beaten egg on another plate.

Take about a sixth of the mince mix and shape it into a small burger. Do this by squashing it quite firmly in the palm of your hand. (Burger-shaping will transfer a skill your child may have from playing with modelling clay to the kitchen as they create a ball in their palm, then squash it into a flatter patty.)

Next roll the burger in the flour. Then roll it all over in a little egg. Then roll it quite liberally in the crushed cornflakes. Now place it on the oiled baking sheet and start the process again until you have used up all the mix. Try to keep the sizes even so that the burgers cook in the same time.

Lightly drip oil onto the top of each burger using a pastry brush and bake in the centre of the oven for 15-20 min until cooked through. Serve the burgers in the split buns with lettuce, tomato slices and some ketchup.

Available at <http://www.bbcgoodfood.com/recipes/2389637/sunshine-burgers>, accessed on August, 13,2013

3) As you can observe there is not a title for the recipe. Which is the title of it? **(1,0)**

	
a) Pancake	b) Rainbow jelly

	
c) Pretzels	d) Sunshine Burgers

4) Match the pictures according to each corresponding statement: **(1,0)**



() Roll the burger in the flour.



() Crush the cornflakes by placing them in a freezer bag.



() Put some flour on a plate.



() Squashing it quite firmly in the palm of your hand.

5) Answer the questions about the recipes: (1,5)

A) Which recipe do you prefer: the Sandwich Rollups or the Sunshine Burgers?

B) In your opinion, which of them is healthier? Why?

C) Do you like all of the ingredients used?

6) Read about Kira's favorite food:

Favorite Food

by Kira, age 11

My favorite food is... I have a lot but the #1 is chicken. You get it from different grocery stores and I do know how to make it. I like chicken because you have many different ways you can make it, for instance baked, fried, broiled, or grilled. It is golden however you want to prepare it. Flour, egg, milk, and different seasonings. It can be a part of your lunch or dinner.

* What is your favorite food?

*Do you know how to make it?

* Why do you like it?

*What are some of the ingredients?



Available at <http://www.smartgirl.org/writing/forum/archives/favorite-food.html> , accessed on August 20, 2013

Now it is your turn:

Write about your favorite food: (2,0)

7) Now, look at this picture:



Milkshake:

- 1/2 pound fresh strawberries, hulled and sliced, plus whole strawberries, for garnish
- 2 heaping tablespoons sugar
- 1 teaspoon vanilla extract
- 1 pint vanilla ice cream
- 1/2 cup milk

Read more at:

<http://www.foodnetwork.com/recipes/emiril-lagasse/fresh-strawberry-milkshakes-recipe/index.html?oc=linkback>

Available at <http://www.foodnetwork.com/recipes/emiril-lagasse/fresh-strawberry-milkshakes-recipe/index.html>.
Accessed on August 20, 2013

Write the steps should be followed to prepare this delicious Milkshake using this verbs: **(2,0)**

Cut* *Put* *Add* *Mix* *Serve

Answers:

- 1 a, c, e
- 2 Cheese slices, jelly, mustard, shredded carrot, bread
- 3 Sunshine burgers
- 4 a) crush the cornflakes by placing them in a freezer bag.
b) Put some flour on a plate.
c) Squashing it quite firmly in the palm of your hand.
d) Roll the burger in the flour
- 5 /6 Personal answer
- 7 Personal answer:

Possible answer: cut the strawberries, put it in the blender. Add the sugar, the vanilla extract, the ice cream and the milk. Mix all the ingredients.

Serve it in the same time with some topping if you want.

Video transcript:

Sandwich Rollups Recipe

Bhavna: Welcome to the Kid's cooking show!

Aakash: Today we are going to make the sandwich Rollups.

Bhavna : Sandwich Rollups are more inviting than just regular sandwiches. So it's perfect for picnics party or a starter or appetizer... any occasion. So, let's start making the sandwich Rollups:

First step is to prepare bread slices. Take the kitchen scissor and trim the brown part of the bread slices. This topic can be done well by six plus years.

Dhruv: The second step is to roll the bread slice, and a piece roller can do that job. We have some bread slices ready.

Bhavna: You can use wheat or White bread. So now is the funny part, you can use many ingredients to prepare this rollups. The first thing is cheese slices, you can use some peanut butter and jelly, you can apply some mustard and cheese together. Taste so great. Or you can make some pesto, korean pesto, basic pesto and apply that and some vegetable and stuff. So there are a lot of variation for this rollups. First you are going simply prepare with jam, strawberry jam here I am and you can make the peanut butter jelly sandwich, you can apply peanut butter and then some jelly. Yum! I like it. It could be your dessert, you know.

So now, roll tightly and this jam will have to stick the end nicely, this is how can you prepare the roll. The rollups are perfect for kids and even grown ups.

So you use the ingredients that grown ups like such as pesto, of course cheese everyone likes it, so you can come up with your own idea here. Now we are going to make cheese rollups. First apply some mustard just squeeze a little bit on all the bread, then we can spread with the knife. Next thing is the slice of cheese and now roll again. You can roll on this way or this way. Dhruv is going to roll...

Roll tightly as well because, so you hold the end and the middle then roll like that.

So in this one the mustard helps to stick the end. The third one we have this coriander and mint chutney, you can make pesto, one slice of cheese and here we have some shredded carrot. I'm going to put on one end, actually, I'm going to roll the another way. So I'm gonna put here to appear and simply just roll tightly. So this is ready. So we are making some rollups over here. If desired it can be toasted in a toaster or regular oven, So if is up to you, but you can even so as it is and you can cut them about two or three, they look so beautiful and awesome. So here are the rollups ready. They look so beautiful, now you can see that. Because you can see the spread that you did inside and it looks colorful and nice. And now it's time to give the bite. Who is ready?

Dhruv: I am.

Aakash: I am.

Bhavna: Which ones?

Dhruv: This one.

Bhavna. And yours is cheese.

So this was about sandwich rollups. Thank you for watching it. See you on the next great!

(Transcribed by Sue Gaipo, there is not an official transcript)

Unit 2 – Test

Name: _____

Level: _____ Class: _____ Teacher: _____

Date: _____ Score: 10,0 Student's score: _____

Watch this video: “Reading is fun”



Figure 12 - <http://www.youtube.com/watch?v=0owAxi clums>. Accessed on August 21,2013

1) According to the video, answer the questions: (2,0)

a) Why does she like to read?

b) What does he like to do at the library?

c) What is the name of the book they are reading?

d) When was the Pamunkey regional Library?

2) Now, answer about yourself: (1,5)

a) Do you like to read? Why?

b) What is your favorite book?

c) Do you go to the library?

Read people's opinion about reading:

"It is my favorite thing to do and I read for a while"

Bet

"There is no better way to educate or entertain oneself than reading".

Handsome

I think reading is really relaxing and entertaining when you are reading a good book, but it's so hard to find a good quiet place to read where no one is gonna bother you"

PH

" I don't see how anyone can not enjoy reading, as it allows us to escape from every Day life...and it also allows anyone Who wishes to, to educate themselves, at a rate of their own choosing!"

BrainBab

"I love reading, I read a new book every Day"

Nice name

Available at <http://answers.yahoo.com/question/index?qid=20101107213704AAeT5Hq>, accessed on August 21,2013

Now do the activities:

3) Choose the correct alternative: (1,0)

- () Reading is their favorite thing to do.
- () All of them like reading.
- () All of them like to read in a quiet place.
- () All of them read a book every day.

4) Answer according to people's opinion: (1,0)

a) Who says that reads a book every day?

b) Who says that reading is her favorite thing to do?

c) Who says that reading is really relaxing?

d) Who says that reading is a better way to educate?

5) Read again the Brainbab's opinion: Which term does **WHO** refer to? (1,0)

Look at this charge:



Figure 13 - Available at <http://apaixonadosporidiomas.com.br/turma-da-monica-em-ingles-e-espanhol>. Accessed on August 21, 2013

6) What is the main idea of the charge? (0,5)

Read the abstract taken from a website and answer questions 7 and 8.

People say that who likes to read newspaper feels informed and cultured. The editorial pages of a good quality newspaper build knowledge and helps in developing authentic perspective.

Adapted from <http://www.why.do/why-do-people-read-newspapers/> accessed on August 21, 2013

7) Answer the questions according to this information: (1,5)

a) Do you think it is important to read newspaper? Why?

b) Do agree with the information above? Why?

c) Do you like to read the world's news on the newspaper?

8) Now it is your turn to make difference: (1,5)

Make a different and beautiful add about reading newspaper:

Be creative!!!!!!

Look at the example:

Everybody can be a reader!!!!!!!



Available at https://www.google.com.br/search?newwindow=1&q=read%20newspaper&um=1&ie=UTF-8&hl=en&tbn=isch&source=og&sa=N&tab=wi&ei=lh8WUrLCJIH68gSZzYBY&biw=1024&bih=616&sei=KR8WUu2ZlpC08QTZ_oDoCA. Accessed on August 21, 2013

Answers:

- 1 a) Because It is fun, she learns something, It is just free to read
b) She likes to read books, make friends, play the computer games.
c) Smash crash
d) It was between May 7 and May 13
- 2 Personal answers
- 3 Both of them like reading
- 4 a) Nice name
b) Bet
c) PH
d) Handsome
- 5 Anyone
- 6 The importance of reading newspapers
- 7 Personal answers
- 8 Personal answer

Video transcript:

READ IS FUN!

I like to read because it's fun, I'm learning something and it's just great to read, it's awesome!

"Remember that he was heading straight for Mr. Bing's, mouth!!! Open mouth!"

"what are you doing?"

"What do you like to do at the library?"

My favorite book character? Well, it's just so many to choose from!

My favorite thing to do at the library is... I guess... read books, meeting new friends and play computer games.

A snake saw the mouse and the mouse looks good. Where are you going to little brown mouse? Come for a feast in my logpile house.

Come to your local library between May 7th and May 13th. Get a free book at the children's book we give away and help the library to write a story.

(Transcribed by Sue Gaipo, there is not an official transcript)

RATIONALE

Introduction

Nowadays, English as a second language can be studied based on communication skills (speech). Students are able to write, listen, read and talk (share ideas, feelings in a different and funny class). This piece of work is an attempt to show an example of work based on meaning. This theme -based exercise presented here was developed for being used in classrooms for young children in Belo Horizonte on a basic level. These activities can be also used with teenagers who are starting to study English with the same English level.

The topics of these units, were chosen following two important principles: *Communicative Approach*, giving them the freedom to express their opinion, ideas, feeling in a contextualized way, making their output easier and spontaneous. Learning a second language is a communicative process with interaction among students. And *Critical Literacy* that offers students the chance to improve their capacity to read, analyze and have a critical point of view about the society, reality and their lives. The usage of these principles meets the purpose of making students interact and discuss among themselves what their ideas in context are. They also have the opportunity to reflect upon social, real world issues that affect their lives in the present and future.

The two units "*Learning about recipes*" and "*Read: Improve your skills*" are divided into different topics in order to lead students into a working process which will have as result a productive learning. There are activities contemplating the four skills (reading, writing, speaking, listening) to provide students proper input and induce output. Here, the Teacher's guide supports teachers with tips, answers and extra activities.

The rationale of these units is the same, but with different explanation and justification when necessary.

Think about and talk a lot

In this section, the goal is to introduce the theme in a way that leads students to discover the theme in a communicative way using their prior knowledge, having

interaction. Students will look at the picture and answers the questions that help them to analyze and discover the theme, *“acquisition comes about through meaningful interaction in a natural communication setting”* (MCLAUGHLIN, apud KRASHEN, 1987, p. 20). If students know a little bit about what is coming, it will help them in the activities.

Let's read

Reading is something we do all the time: reading a message received on the phone, surfing on the net, seeing an outdoor on the street... We use reading to understand different genre and acquire information. According to Krashen's theory humans acquire language by understanding messages, or receiving comprehensible input. (MCLAUGHLIN, 1987). The texts used are authentic and help students in several aspects: speaking, understanding, increasing their vocabulary, showing cultural aspects, broadening their knowledge and also helping them to write better.

Unit 1 shows students some easy and delicious recipes that they, themselves, can prepare according to their age. The activities force students to think about the kind of food is shown in each recipe, identifying the correct title for each recipe, giving information about the texts (text comprehension), and reflecting up their reality.

Unit 2 encourages students to read, giving information about how important to read is, by requiring them to answer to some questions (text comprehension) and give their opinion about the importance of reading.

More words in your mouth

It is important to show students they need to understand what they are reading. The more meaningful vocabulary you know, easier the reading becomes. It also influences the writing and communicative skills. This activity is to help them to understand better the text with negotiation of meaning. According to Long:

“negotiation for meaning, especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, output in productive ways”

(OLIVEIRA E PAIVA, apud LONG, 1996, p. 6)

In unit 1 students will make the pictures according to words in context. Pictures are used to develop students' input in a contextualized way. In unit 2 students will negotiate the meaning by reading the words in the contexts presented and matching the numbers with the best options on the right column.

Improving your pronunciation

Pronunciation is very important in the process of learning in a second language. Teachers must teach students how to pronounce words correctly. In this case, phonetic transcription is essential for people who are studying English: *"When we transcribe a word or an utterance, we give a direct specification of its pronunciation"* (CRISTÓFARO-SILVA, 1999, p. 45). It is important to mention that every language has variations. The language is a dynamic system in a constant mutation (CRISTÓFARO-SILVA, 1999).

In both units, students will learn specific sounds. Students will observe the phonetic transcription of the word and describe the pronunciation. After, there are tips to help them to understand better the mentioned sound. In unit 1 they are going to learn about the *"T"* sound and circle the words with the same sound of the example. In unit 2, they are going to learn about *"ING"* sound and look for some words with the same sound in the text.

Let's talk:

The purpose of this activity is that students use everything they know and have learned in the unit, talking about the theme using communication in a contextualized way. Swain (1995) claims that *"practicing the language helps learners observe their own production, which is essential to SLA"* (OLIVEIRA E PAIVA apud SWAIN, 1997, p. 7). In this case if students did not have a knowledge process about the theme, they do not get to speak (output).

In Unit 1 students will work in pairs, interviewing each other about the theme. In Unit 2 each student will interview 3 other students and then with teacher, they will discuss the positive and negative points about the answers.

Talking better with grammar

To communicate we need the language and the learning process involves the studying of form, meaning and use. The goal of these activities is to develop the communication with inductive method: *“It is major advantage is the fact that it encourages mental effort and force students to rely on their intelligence and ability to analyze and make connections between particular samples of speech”* (THOMBURY and LOGMAN, 2010, p. 1).

Using the inductive method students acquire their knowledge to use the spoken grammar in a contextualized way. In both units students are encouraged to, step by step, use the grammar structure through the several activities and then realize the rules from the examples.

Listen as a good learner

Listening is very important to communicate. We just communicate if we understand the language that is produced. According to KRASHEN (1985) *“input comprehensible when it is meaningful to an understood by the hearer”*. (MCLAUGHLIN, apud KRASHEN, 1987, p 39)

In unit 1, students have to watch the video with part of the subtitles and circle the ingredients that they listen. The visual information call student’s attention and help them understand better. In unit 2, the video reflects upon the importance of reading, students are supposed to consider some parts of it, giving their opinion and then, fill in the blanks with specific words. These activities help students, because the basic level frequently presents problems dealing with this kind of skills, watching and understanding.

Your turn to write

To write is a thinking process, it takes us a lot of time to do and involves ideas and planning. The intention here is to offer activities in which students could be necessary skill is to lead to comprehend and interact with the subject, giving them activities that involve a real communication.

The theory proposed to deal with written activities refers to the output hypothesis. According to SWAIN, the production of comprehensible output forces students to observe the gap (awareness that needs to learn something about the grammar of second language) between what they want to say and what they can say.(OLIVEIRA E PAIVA, apud SWAIN, 1997).

Students are going to use everything they learned about the topic. It is important that teachers help students in this moment encouraging them in the creation process and giving them insights to have a good result. As BADGER and WHITE (2000) said:

“[...] learning to write has four stages: familiarization; controlled writing; guided writing; and free writing. The familiarization stage aims to make learners aware of certain features of a particular text.

In the controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section, when they 'use the writing skill as part of a genuine activity such as a letter, story or essay”

(BADGER and WHITE, 2000, p. 1)

Different kinds of genres are used to carry out different purposes. In unit 1, recipes were used. In unit 2, it was used a slogan. Both units offer examples of recipes and slogans so as students can be in contact with the target genre. The main goal here is to expose them to this specific genre in order to have them abstract its features. Students will have the chance to deduce what kind of tools they can use to produce their own slogan. *“Genres are also influenced by other features of the situation, such as the subject matter, the relationships between the writer and the audience, and the pattern of organization”* (BADGER and WHITE, 2000, p. 3).

Let's check about your knowledge

The objective to this activity is to encourage students to evaluate themselves. It is also good for teachers to have a feedback and realize what must be improved. Based on Communicative Approach and Critical Literacy, *"of passive element in the learning process, student began to occupy the spotlight in this social scene, with his*

active participation in the learning process itself" (MATTOS and VALÉRIO, 2010, p 140)¹.

Learning more

This section is to encourage students to study out of the classroom, by showing them that the knowledge is a process of interaction. If they surf on the net for a little time a day they get in contact with more information and facts, share the acquired content and learn to be more critical in their real lives.

Evaluation

After all the acquired knowledge, it is time to apply a method of measuring a person's ability, knowledge, or performance in a given domain (BROWN, 2004). Students are evaluated by formative assessment (informal), focused on forming competences and Summative assessment (formal). The evaluation is important for teachers to have a feedback of students' knowledge, in order to know whether they can advance in the English level or not. These two formal tests were developed based on five principles of practicality, reliability, validity, authenticity and washback in an attempt to have a better learning process of students.

¹ In portuguese: *"de elemento passivo no processo de aprendizagem, o aluno passou a ocupar a ribalta desse cenário social, tendo sua ativa participação no próprio processo de aprendizagem"*.

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