

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
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English with meaning

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English with meaning

English teaching material

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BELO HORIZONTE
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Index

1- Introduction.....	5
2- Unit One.....	7
3- Teacher’s guide.....	15
4- Test booklet.....	19
5- Unit two.....	25
6- Teachers guide.....	33
7- Test booklet.....	36
8- Rationale.....	41
9- References.....	43

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INTRODUCTION

The aim of this material is to give English teachers the opportunity to teach English in a communicative way. This approach innovates the way of teaching English by bringing meaning to the learning process through activities that involves the reality of the student.

Based on this vision, **English with meaning** was developed. It was produced with authentic material taken from internet, interactive activities, contextualized grammar and activities with social effects which make the learning process closer to the reality of the learners. It is divided into two units. Both of them explore the four language skills: listening, writing, speaking and reading. The themes are very interesting since they present problems of our daily lives and the lessons will expose the students to many interactive activities. The material is followed by a teacher's guide with all the instructions, tips and the answers of the activities. There is also a test booklet at the end of each unit. The units are organized as follows:

Getting into the mood!

This section is the warm-up developed to introduce the idea of the unit. The units initiate with open questions that will guide the students to the main objective of the lesson. Students will use all their live experience to answer those questions. This is a very positive point in the individual process of learning because uses the personal knowledge of learners.

Let's listen!

This section works with the listening skills. There are interesting videos about real situations which take the students to reflect about the theme of the unit. There are questions related to the videos as well. Students will listen to videos that talk about things that are linked to the lesson and linked to their lives at the same time.

Time to read!

In this section students will have the opportunity to practice the reading ability. The learners are able to read authentic and updated texts which will make the process more meaningful. They will change knowledge through the exercises that were created to interact to each other by asking and answering questions about the text they have read.

Grammar in use

The Grammar section works with grammar in a contextualized way. The exercises follow the same idea that that have been worked so far. Contextualized grammar provides students opportunities to use all the acquired knowledge in real situations making the process more meaningful.

Let's speak a little bit!

In this section students will have activities that will give them the chance to speak about what they have learned so far. They will develop the conversations using the vocabulary they have just learned which will make the process more motivating.

Let's write!

The writing section will give the learners the chance to practice what they have learned all over the unit. The activities suggest the students to prepare material with social effect. Doing this, students will be motivated to study English because they can see the results reflecting in real life.



Getting into the mood!

- a) Do you like fast food?
- b) What kind of fast food do you like?
- c) How often do you eat fast food?

Let's listen!

1- Before watching the video called Disadvantages of fast food, circle the words you think are related to fast food diseases.

Anorexia Diabetes Headache Cancer Rheumatism
Heart Attack Sore Throat Obesity Flu stomachache

2-Now, go to: <http://www.youtube.com/watch?v=eMgkuqxrlWg>.

3-Mark the correct answer about the video "Disadvantages of fast food" you just watched:

- The video is about the effects of soda and hamburger.
- The video is about the diseases caused by fast food.
- The video is about the appearance of Soda and Burger.
- The video is about the quantity of fast food people eat.

4-According to the video: Disadvantages of fast food:

- () People should stop eating fast food.
- () People should drink less Coke.
- () People should eat less fast food.
- () People should eat less burger.

5-In your opinion, which items can make a sandwich healthier? Circle them.



6- After watching the video above, take a look at the yellow box and write your personal answers in the boxes below with the items you think you should choose and the ones you should avoid in order to have a healthier life.

Should Choose

Should Avoid

- Options**
- Onions
 - Bacon
 - Soda
 - Mayonnaise
 - Lettuce
 - Juice
 - Ham
 - Mozzarella
 - Tomato
 - Ketchup
 - Egg

Pronunciation

a) / i: / This is a phonetic symbol. It is called long vowel. Take a look at these following words taken from the video you just watched: **lead**, **eat**, **speak**, **greasy**. They have the same sound as: **keep**, **sweet**, **need**. The sound of the letters in bold is (i:). Now, practice it saying those words aloud.

b) Listen to the video again and write down two more words you can find with the same sound (i:).

1) _____ 2) _____

Let's speak a little bit !

1- Mark (x) the ingredients you can see in the picture below.

- Leaf Lettuce
- Boiled Egg
- Vinegar
- Mayonnaise
- Sliced Bagel
- Potato
- Sliced Tomato
- Cabbage



2- Follow the teacher's instructions and prepare the following recipe. Remember to talk to your partner using the vocabulary you learned so far.

Servings: 1

Active time: 4 minutes

Total time: 4 minutes

Hard-Boiled Egg Sandwich

Ingredients

- * 1 bagel, sliced
- * 1 leaf, leaf lettuce
- * 1 slice, large tomato
- * 1 hard-boiled egg(s)

Preparation

- 1- Toast bagel.
- 2- Top with lettuce, tomato, and sliced egg.

Useful verbs

- Cut
- Toast
- Boil
- Top
- Bring
- Wash

Source: <http://www.safeeggs.com/recipe/easy-hard-boiled-egg-sandwich-recipe>

In group

- Did you like to prepare the healthful sandwich? Why?
- Would you like to keep eating healthful sandwich?

Grammar in use:

You may have noticed that we followed steps to prepare a recipe, right? These steps are organized in order.

Example: First, Second, Third and so on. This is called Ordinal Numbers.

Definition of Ordinal Numbers:

A number that indicates position or order in relation to other numbers.

a) Join in pairs. Each pair will create a healthy sandwich recipe using Ordinal Numbers.

Example:

First, wash the lettuce...second; cut tomatoes...and so on.

b) Write down two more occasions of your daily life when you can use Ordinal Numbers.

_____.

_____.

Time to read!

I- Have you ever heard that fast food can affect your intelligence?

II- Read the following text.

Fast food 'makes you less intelligent'

Fast food can make you less intelligent, according to new research.



Dr Gerald Weissmann, editor of the Federation of the American Societies for Experimental Biology, who published the study, said: "It's nothing short of a high-fat hangover" Photo: PA

By [Chris Irvine](#)

7:00AM BST 14 Aug 2009

 [Comment](#)

A high-fat diet over less than 10 days was found to damage the short-term memory of rats used in the experiment from scientists at Oxford University.

The research team studied rats fed a low fat diet, comprising 7.5 per cent of calories as fat, and compared them with rats fed a high-fat junk food diet, with 55 per cent of calories as fat.

It found that after four days the muscles of the rat on the high-fat diet were less able to use oxygen to make energy needed to exercise, causing an increase in heart size.

After nine days, the high-fat rats made more mistakes in a maze, taking longer to complete it. On the other hand, the low-fat rats were running 50 per cent further by this period.

Researchers found increased levels of a protein called uncoupling protein 3 in the rats' muscle cells. The protein makes the cells less efficient at using oxygen to make the energy required for running.

Source: <http://www.telegraph.co.uk/health/healthnews/6025034/Fast-food-makes-you-less-intelligent.html>

III- Mark (T) true or (F) false to the following sentences about the research: Fast food 'makes you less intelligent'

- () The add shows a research about how fast food can affect the scientist's lives.
- () The research shows that rat on high-fat-diet were more able to use oxygen to make energy to make energy needed to exercise.
- () The research shows that the high-fat-rats made more mistakes in a maze and the low-fat-rats were running 50 per cent further, after nine days.
- () The add says that the researchers found increased levels of a protein called uncoupling protein 3 in the rat's muscle cells.

IV- Share your thoughts with your classmate.

- a) What do you think about the research? Was it important to society? Why?
- b) Do you agree that fast food can affect one's intelligence?

Let's Write!

- Work in pairs and make a poster about how to eat healthy fast food. Use all the information you had in this unit to prepare it.
- Your poster will be fixed on the school's wall in order to inform people about healthy fast food.
- Be creative!

Take a look at the tips bellow, they might be helpful!



How to make a poster

- Make sure your poster is attention getting;
- Include information that is brief and easy to read;
- Include pictures;
- Use intense colors

Modal:



- Go to the sites below if you need more information about healthy fast food:

http://www.helpguide.org/life/fast_food_nutrition.htm

<http://www.mayoclinic.org/fast-food/art-20047179>

<http://abcnews.go.com/Health/Wellness/10-healthy-fast-food-meals/story?id=20168982>

Teacher's Guide: Unit I

Level: Intermediate

Public: Teenagers learners about 15 to 18 years old of regular school.

Objective of the unit I: Make the students reflect about the effects of fast food.

Getting into the mood!

Ask the questions to the class, following the order, and lead the students to raise their hands in order to give their personal answers, each one at a time. The objective of this activity is to catch students attention to fast food and explore their previously experience about it. (10 minutes)

Let's listen!

1- Ask the students to circle the words they think that are related to fast food diseases. (5minutes)

Anorexia	Diabetes	Headache	Cancer	Rheumatism
Heart Attack	Sore Throat	Obesity	Flu	stomachache

2-Ask the students to watch the video about fast food.
<http://www.youtube.com/watch?v=eMgkuqxrlWg>. (5 minutes)

3- Tell the students there is only one correct answer and ask them to mark it.(5 minutes)

The video is about the effects of soda and hamburger.
Correct. The video shows some effects soda and hamburgers can cause in someone's health.

The video is about the flavor of soda and hamburger.
Incorrect. The video is about the effects of soda and hamburger.

The video is about the appearance of Soda and Burger.
Incorrect. The video is about the effects of soda and hamburger.

The video is about the smell of Soda and hamburger.
Incorrect. The video is about the effects of soda and hamburger.

4 –The students will mark one answer according to the video they watched before. Remember to emphasize that people can eat fast food.

- () People should stop eating fast food.
- () People should drink less Coke.
- (X) People should eat less fast food.
- () People should eat less burger.

5- Ask the students to circle the only the health items. The health items are:

Lettuce
Tomato
Buffalo mozzarella

6- Tell your students that they should reflect about all the effects of fast food and try to make better choices in terms of food.

Should choose

Onions
Lettuce
Juice
Tomato
Egg

Should avoid

Bacon
Mayonnaise
Harm
Mozzarella
Ketchup
Soda

Pronunciation

a) Explain the vowel / i:/ and say the words **lead**, **eat**, **speak**, **greasy**, **keep**, **sweet**, **need** one by one and have your students repeat them aloud right after you.

b) Ask the students to listen to the video again carefully and write the answers in the spaces.

1- Disease 2- Mean

Let's speak a little bit !

1- Ask the students to look at the picture in the right side and mark the answers.

- (x) Leaf Lettuce
- (x) Boiled Egg
- () Vinegar
- () Mayonnaise
- (x) Sliced Bagel
- () Potato
- (x) Sliced Tomato
- () Cabbage

2- Guide your students to join in pairs. Each pair will prepare the sandwich from the recipe counting on each other's help. The students will take turns to wash, cut, toast and put all the ingredients into the bread. Remind them to develop a conversation using the vocabulary they just learned in the exercise before and the verbs from the box. When the sandwich is ready they can enjoy it!

Important:

The necessary ingredients and material for this recipe should be provided before this activity.

Suggestion:

This activity can be done in the school's kitchen nearly the break time so that the students will be hungry enough to enjoy the recipe.

- After having the eating moment, ask the questions and wait for each student to give his/her own answer.

Time to read!

I- Ask the question and let the students answer according to their previous knowledge.

II- Ask the students to read the text once in silence and then read the text with them aloud. Ask them if they have any doubts about the text and if so, help them.

III- Now, ask the students to go back to the text to do this exercise.

(F) The add shows a research about how fast food can affect the scientist's lives.

Incorrect. The research shows how fast food can affect people's live in general.

(F) The add shows that rat on high-fat-diet were more able to use oxygen to make energy needed to exercise.

Incorrect. The research shows that the high-fat-rats made more mistakes in a maze and the low-fat-rats were running 50 per cent further, after nine days.

(T) The research shows that the high-fat-rats made more mistakes in a maze and the low-fat-rats were running 50 per cent further, after nine days.

Correct. The research shows that the high-fat-rats made more mistakes in a maze and the low-fat-rats were running 50 per cent further, after nine days.

(T) The add says that the researchers found increased levels of a protein called uncoupling protein 3 in the rat's muscle cells.

Correct. The add says that the researchers found increased levels of a protein called uncoupling protein 3 in the rat's muscle cells.

This is a moment for the students to share their own opinions about what they just read. Ask the questions one at a time and give them time to speak.

Grammar in use:

a) Students will create by themselves a recipe of a healthy sandwich recipe using Ordinal Numbers.

Guide them with this task asking them to make up a simple sandwich like the one they prepared in class.

b) Students have to remember other occasions of their daily lives when they can use Ordinal Numbers.

Example:

Making a daily routine

Making a project

Let's Write!

Ask the students to work in pairs and start their posters. Tell them they have only this class to finish their work. Allow them to use laptops, net books and notebooks, if they need. Go around the tables to help them. Remind the students to go to the further suggestions to look for more information about the theme. Good luck!

Unit 1 test

- 1- Take a look to the sandwiches below and write down the main difference from (A) to (B).

A)



B)



-
- 2- Watch the following video <http://www.youtube.com/watch?v=YxB3IuAJ-j0> and answer the following question:

2.1- What was the video about?

- fast food
- hamburgers
- illnesses
- weight

2.3- Circle the diseases the video mentioned.

Diabetes	Sore throat	Flu	Heart attack
Cancer	Head each	Obesity	

3- Read the following text:



Joanna Dolgoff, M.D.

Pediatrician, Child Obesity Specialist, and Author of Red Light, Green Light, Eat Right!

Healthy Fast Food: Is Fast Food *Always* Bad For You?

Posted: 12/ 6/10 02:21 PM ET



[Eating Healthy Fast Foods](#) , [Fast Food Facts](#) , [Fast Food Nutrition Facts](#) , [Healthy Fast Food](#) , [Healthy Fast Food Choices](#) , [Healthy Fast Food Meals](#) , [Healthy Fast Food Options](#) , [Healthy Fast Food Restaurants](#) , [Healthy Fast Foods](#) , [Slidepollajax](#) , [Health News](#)

With all the reports of how unhealthy fast food is, why is anybody still eating it? The reality is, it is cheap, convenient and filling. The problem is that just one fast food meal can pack enough calories, sodium and fat for an entire day or more! Eating fast food on a regular basis can lead to a variety of different health problems including obesity. A recent study from Reuters revealed that fast food companies are increasing efforts to market themselves to children and toddlers with television ads and websites geared to kids. In fact, the fast food industry spent more than \$4.2 billion in 2009 on marketing and advertising! Why do companies spend so much money on child-targeted advertising? Because it works. These commercials cause our children to hunger for these unhealthy foods. And with the average child exposed to over 40,000 commercials a year, there is no wonder children crave fast food.

Because of the childhood obesity epidemic, San Francisco passed a law regarding fast food. The law, which takes effect on December 1, 2011, restricts the fast food industry's practice of giving away toys with children's meals. Kid's meals must meet certain nutritional standards before they can be sold with toys. They must be less than 600 calories, contain fruits or vegetables and include beverages without excessive fat or sugar. Toys tend to lure children into buying these kid's meals so certainly this law will help.

Eating fast food doesn't have to be a disaster. There are ways to make healthy choices. A study conducted by Yale's Rudd Center for Food Policy and Obesity looked into fast food and kids. The study states that healthy side dishes and beverage options for kids' meals are rarely offered as the default. So while the healthier choices are there, it's really up to the consumer to pay close attention while ordering. Here are a few tips to get started.

Add a tip on how you make your fast food meal healthier.
How Do You Make Fast Food Healthier?

Find a picture, click the participate button, add a title and upload your picture

Do Your Research

1 <of> 8



1 of 8 >

Preparing before you go can make a huge difference. You can check the nutritional guide of most chains online. You would be surprised just how many calories many fast food items contain. Choices made with knowledge are always healthier.

The nations obesity epidemic has focused attention on fast food restaurants. And rightly so! It is not easy to eat a healthy meal at a fast food restaurant. The good news is that many chains have begun offering healthier options. But they don't help unless you actually order them. So while it's not always the ideal choice to eat at one of these chains, with some knowledge and good common sense we can stay on track towards a healthy lifestyle.

Source: http://www.huffingtonpost.com/joanna-dolgoff-md/is-fast-food-really-that-_b_791331.html#s199781&title=Do_Your_Research

3.1- Mark true (T) or false (F) according to the text:

- People should make healthy choices when eating fast food;
- People should stop eating fast food because it is unhealthy at all;
- People should do a research before eating fast food;
- People should eat fast food because the advertisements work.

3.2 - Answer the following questions according to the text:

a) Do advertisements can change people's mind when ordering fast food?

b) Is it possible to eat healthy in fast food restaurants?

4- You will watch the video: How to make Healthy Choices at Fast Food Restaurants.
<http://www.youtube.com/watch?v=Ib7yH3GxyQs> .

According to the video, fast food can be healthy depending on your choices. Mark the elements that can make your meal healthier.



5 - Write down the two benefits of eating healthy fast food the video presents.

1- _____ .

2- _____ .

6- Imagine you have a friend who is overweight and he is trying to have a healthy lifestyle. You are going to prepare a healthy lunch for him. Write down the recipe you would prepare for him.

Unit I test – Answers

1- The sandwich from letter A is healthful and the one from letter B is not.

2-

- fast food
- hamburgers
- illnesses
- weight

2.1-

Diabetes	Sore throat	Flu	Heart attack
Cancer	Head each	Obesity	

3.1 -

- People should make healthy choices when eating fast food;
- People should stop eating fast food because it is unhealthy at all;
- People should do a research before eating fast food;
- People should eat fast food because the advertisements work.

3.2-

a) Do advertisements can change children’s mind when ordering fast food?

Yes, according to the text, the fast food industry spent more than \$4.2 billion in 2009 on marketing and advertising! Why do companies spend so much money on child-targeted advertising? Because it works. These commercials cause our children to hunger for these unhealthy foods. And with the average child exposed to over 40,000 commercials a year, there is no wonder children crave fast food.

b) It is possible to eat healthy in fast food restaurants?

Yes, the text says that: So while the healthier choices are there, it's really up to the consumer to pay close attention while ordering.

4-

(x)



()



()

()



www.reisbrot-shop.de

()



(x)



5-

1- Save up calories and fat.

2- Leave the restaurant without feeling guilty.

6- Personal answer.

Save water!



Getting into the mood!

- ❖ In your opinion, what is this picture about? Share your opinion with the class.



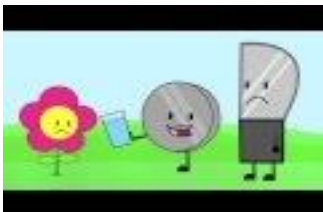
Let's listen!

- ❖ Before watching a video called Nickel's Tips on Conserving Water, mark T(true) or F(false) for the sentences below:

When somebody wastes water, people around should...

- keep silence because he/she doesn't have anything to do with it.
- Warn people not to waste water.
- Be quiet because he/she doesn't waste water.
- Give tips for people not to waste water.

- ❖ Watch the video "Nickel's Tips on Conserving Water" and mark the option that best represent the main idea of it.



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

a)



b)



- ❖ Mark the incorrect sentence about the video "Nickel's Tips on Conserving Water" you just watched:

- a) Nickel concerns about saving water.
- b) Nickel recycles the bottles of water.
- c) Nickel presents ways to save water.
- d) Knife concerns about saving water.

❖ In pairs, discuss the questions below and then write down your answers:

a) Do you think people are concerned about saving water? Why?

b) Do you think that there is enough advertisement about saving water?
Where is it possible to find it?

c) How can we help people to save water?

Time to read!

❖ Before reading the article mark(X) the sentences that are true for you personally:

- A) I turn off the tap when I brush my teeth;
- B) I prefer having baths instead of showers;
- C) I fill the sink while shaving;
- D) I fix any leaks in my house.

Read the text bellow, carefully.



Article Rating :

☆☆☆☆☆ 0 votes

Article Author : mdearden (March 22, 2013)

Water is one of the most important resources on the planet. We can go without food for a lot longer than we can go without water and as such it's important to conserve that which we can. There are parts of the world which don't have nearly enough water and millions die each year because they don't have access to a clean and safe supply of water. We're lucky to have running water in most homes in the developed world but that doesn't mean we can be frivolous with this most precious of resources. One of the main ways we can protect the environment is by making sure we take the time to conserve water. Not only will this help save the world but it will also save you money!

1. Turn off the tap when you're not using it. Don't just leave it running!
2. Fix any leaks. Though little drips here and there might not seem like very much, they quickly mount up. If you're on a water metre this could explain why you're spending so much more than you think you should be for what you're using.
3. Have baths instead of showers where you can. Though a bath might look like a larger body of water than that used in a shower, it's a constant amount. A short shower might use less water but if you're in the shower for any more than ten minutes you're wasting water
4. Make sure not to wash clothes unless you're putting a full load into the washing machine. Anything less is a waste of energy and water!
5. Use the water you use to boil things in (in the kitchen) to water your garden! Don't just pour it down the drain.
6. Fill the sink while shaving; don't just leave the water running.

Source: <https://www.yourwellness.com/2013/03/how-to-save-water-and-save-the-world/>

❖ According to the text "How to save water and save the world" , which item is more essential for life?

A)



B)



❖ Write down a brief comment about the following sentence taking from the text: *There are parts of the world which don't have nearly enough water and millions die each year because they don't have access to a clean and safe supply of water.*

❖ Write true(T) or false (F) for the sentences below according to the text:

- B) () Having a bath saves more water than taking a quick shower.
- C) () Putting a full load into the washing machine helps to save water.
- D) () Fix any leaks can save water.
- E) () Boiling the water before watering the garden helps to save water.

❖ Write down two attitudes you should not do anymore concerning saving water;

- A) _____.
- B) _____.

Grammar in use:

The imperative form is used when giving instructions or orders. The imperative is common in written instructions.

Examples:

Affirmative

Turn off the tap!

Fill the sink while shaving!

Fix any leaks.

Negative

Don't leave the water running!

Don't just pour it down the drain!

I- Underline the option that best fits in the sentence:

- a) _____ the water you use in the kitchen to water the garden. (*Use/Boil*)
- b) _____ to fix any leaks! (*Don't forget/Make sure not*)
- c) _____ the tap while brushing your teeth. (*Turn off/Close*)
- d) _____ the water running when you are not using it. (*Watch out/Don't leave*)

II- The sentence below gives the idea of:



- a) Advice
- b) Statement
- c) Negative
- d) Imperative

III- Go back to the text and circle three verbs in the imperative form. Then, make up new sentences using them and write them down. Make sure to use the affirmative and negative forms.

a) _____.

b) _____.

c) _____.

Let's speak a little bit!

Did you know that there are many people who are dying because of thirsty?

- ❖ Watch the following video called "Save water" and work in pairs taking turns asking and answering the following questions about it.



<http://www.youtube.com/watch?v=IZNTnxhoU1k>

- What was happening in the kitchen?
- What happened with the man when the boy turned off the tap?
- Did the boy's action change anything?

Now, give your personal answer: How could you personally help those thirsty people?

Let's Write!

Work in groups of four and prepare some sights about saving water. These sights will be glue all over the school. Be creative! Remember that this action can help your friends to be awareness about life and about the world!

Tips!

- Use the imperative to emphasize the instructions;
- Use images about the theme to cause impact;
- Be concise but pass the main idea.

Take a look at the following ideas:



Teacher's Guide

Unit 2: Save Water

Level: Intermediate

Public: Teenagers learners about 15 to 18 years old of regular school.

Objective of the unit I: Make the students reflect about the effects of wasting water.

Getting into the mood!

Ask the students to take a look at the picture and give them some time to think about what they see. Then, ask them the question presented and allow them some time to answer one at a time.

Let's listen about!

Ask the students to read carefully the question and think about it before starting to answer.

When somebody wastes water, people around should...

(F) keep silence because he/she doesn't have anything to do with it.

(T) Warn people not to waste water.

(F) Be quiet because he/she doesn't waste water.

(T) Give tips for people don't waste water.

Watch the video once with your students and ask them to get the main idea and mark the first exercise.

Watch the video again and ask the students to answer the questions according to the video.

❖ Mark the incorrect sentence about the video you just watched:

a) The Nickel concerns about saving water.

Correct. The Nickel concerns about saving water.

b) The Nickel recycles the bottles of water.

Correct. The Nickel recycles the bottles of water.

c) The Nickel presents ways to save water.

Correct. The Nickel presents ways to save water.

d) The Knife concerns about saving water.

Incorrect. The Knife doesn't concern about saving water.

Lead the students to work in pairs taking turns asking and answering the questions orally.

Then, allow them some time to write their answers.

Time to read!

Read the question orally with your students. Give them some time to think about the questions and then ask them to mark their answers on the sheet.

Now, allow some time for the students do the first reading. Ask them to stress the words they don't know. Solve the doubts students with them and ask them to read again.

Ask them to take a look to the pictures and choose the one that best represents the main idea of the text.

Read the statement with your students and allow some time for them to write with their own words what their idea of the sentence taken from the text.

Read the statement with your students and allow them some time to mark true or false.

Write true (T) or false (F) for the sentences below according to the text:

a) (f) Having a bath saves more water than taking a short shower.

Incorrect. A more than ten-minute shower will waste more water than a bath.

b) (t) Putting a full load into the washing machine helps to save water.

Correct. Anything less is a waste of water and energy.

c) (t) Fix any leaks can save water.

Correct. Though the little drips here and there might like not seem very much, they quickly mount up.

d) (f) Boiling the water before watering the garden helps to save water.

Incorrect. Use the water you use to boil things in (in the kitchen) to water your garden.

Read the statement your students and allow them some time to think about and then ask them to write their answer.

Grammar in use:

Read the grammar explanation with them and bring more examples of the imperative form to show to your students.

Let's practice!

Read the statement and ask your students to underline the option that best fits in the sentence:

a) Use the water you use in the kitchen to water the garden. (*Use/Boil*)

b) Don't forget to fix any leaks! (*Don't forget/Make sure not*)

c) Turn off the tap while brushing your teeth. (*Turn off/Close*)

d) Don't leave the water running when you are not using it. (*Watch out/Don't leave*)

Read the statement orally and give some time for the students think about the question and then ask them to mark the right answer.

- a) Advice
- b) Statement
- c) Negative
- d) Imperative

Give some time to your students to go back to text and find three more verbs in the imperative form.

- 1)Use
- 2)Turn off
- 3) Don't leave

Let's speak a little bit!

First moment: Ask your students to sit in a circle. Then, ask the question to your students and wait for their answers. Try to make this moment a relaxing moment of speaking. Let them feel comfortable to express their ideas.

Second moment: Watch the video with the students once. Let them free to say anything about the video, if they want.

Third moment: Watch the video again and ask the questions related to the video following the sequence. Ask the students to give the answers one at a time. Make sure to involve everybody in the conversation asking each one if they agree with the colleague and if they can say anything else, etc.

Last moment: Ask the last question and wait for their suggestions. If their suggestion are nice and possible make notes and suggest them to make it real.

Action!

Ask your students in groups of four and make at least four sights in a rough paper. Let them free to create their sights and walk around to help them, if necessary. Remind them to use the lesson to help them. Good luck!

Unit 2 test

You will watch the following video called “Let’s save the Water” with a song:

<http://www.youtube.com/watch?v=V1sXYQvWmy8>

1- Now answer: What is the song about?

2- You will watch the video again. At this time fill in the blanks the missing words.

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WALKING AROUND THE WORLD, WENT THROUGH MANY PLACES
I SAW PEOPLE LITTERING LAKES, RIVERS AND SEAS
AND I SAW PEOPLE DYING FOR LACK OF WATER
AND THEN I THOUGHT HOW WATER IS SO IMPORTANT
FOR OUR LIFE ON THIS PLANET ON THIS EARTH
AND SAW THAT PEOPLE WASTE IT AND NOT WORRY ABOUT THE WATER

LET'S SAVE THE _____.

LET'S GET THE _____.

FOR OUR _____.

LOTS OF _____.

LET'S SAVE THE _____.

LET'S GET THE _____.

FOR OUR _____.

LOTS OF _____.

I SEE WARS OVER NATURAL RESOURCES,
SEE DISUNITY AND FEAR IN PEOPLE
PEOPLE AREN'T CARING FOR THE WORLD THEY LIVE
BUT I FEEL THAT EVERYTHING CAN IMPROVE
IF PEOPLE LOVE EACH OTHER MORE
IF WE PRESERVE THE BEST WE HAVE, OUR WORLD

3- Read the following text:

Ways Kids Can Save Water

Last Updated: Jan 16, 2014 | By **Andrea Peck**



Scientists tell us that only 1 percent of the earth's water is usable. As populations continue to increase, it is crucial to learn methods to conserve this precious resource. Making small changes at home can add up over the long run. Informing the adult public is necessary to encourage the implementation of new habits, but children should be equal participants in learning the many ways to save water.

Parents' can teach the next generation the importance of water conservation.

Photo Credit Christopher Robbins/Photodisc/Getty Images

Source:<http://www.livestrong.com/article/135924-ways-save-water-kids/>

3.1- Mark the right answer. The main idea of the text is:

- children should be participants in learning the many ways to save water.
- adults should be participants in learning the many ways to save water.
- scientists should be participants in learning the many ways to save water.
- parents should be participants in learning the many ways to save water.

3.2- According to the text:

- a) 10% of the earth's water is usable.
- b) 1% of the earth's water is usable.
- c) 100% of the earth's water is usable.
- d) 15% of the earth's water is usable.

4- Take a look to the box and circle the sentences that are concerned to saving water.

Water the garden

Turn off the tap

Have baths instead of showers

Fix any leaks

Boil water

Wash cloths

Fill the sink while brushing your teeth.

5- Make up sentences to the following pictures using imperative verbs.



a) _____.



b) _____.



c) _____.

6- Imagine that people from your house don't care about saving water. Write them a note with four reasons why you care about saving water and put it on the refrigerator. So that they can see it everyday and maybe change their minds!

Four reasons why I care about saving water!

- 1- _____.
- 2- _____.
- 3- _____.
- 4- _____.

Unit 2- test (answers)

1- The song is about saving water.

2-

LET'S SAVE THE water.

LET'S GET THE water

FOR OUR children.

LOTS OF love.

LET'S SAVE THE water.

LET'S GET THE water.

FOR OUR children.

LOTS OF love.

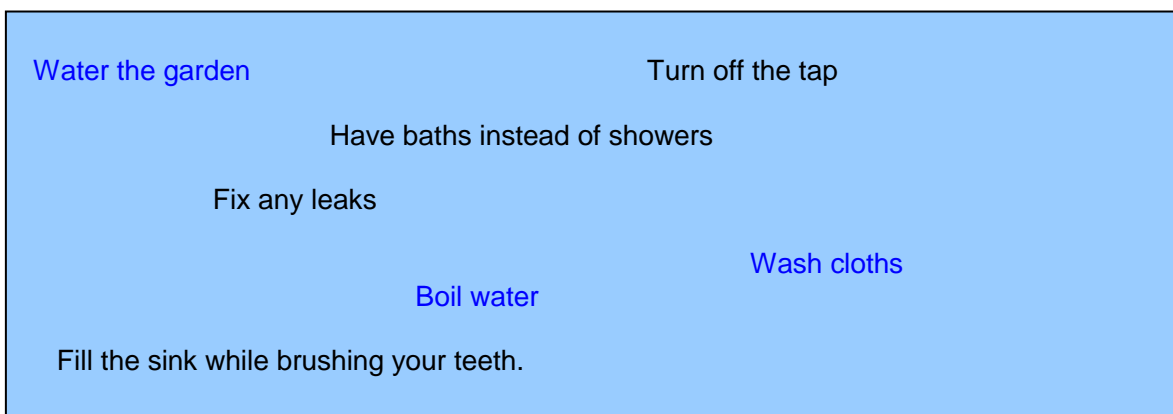
3-

- (x) children should be participants in learning the many ways to save water.
- () adults should be participants in learning the many ways to save water.
- () scientists should be participants in learning the many ways to save water.
- () parents should be participants in learning the many ways to save water.

3.2-

- a) 10% of the earth's water is usable.
- b) 1% of the earth's water is usable.
- c) 100% of the earth's water is usable.
- d) 15% of the earth's water is usable.

4-



5- Personal sentences.

6- Personal text.

Rationale

This work was developed under the perspective of Communicative Language Teaching presented by Richards and Rodgers (2001). The authors say that for Chomsky, “linguistic theory is concerned primarily with an ideal speaker –listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.” (Chomsky 1965:3) According to Hymes (1972), this vision of linguistic theory was sterile, linguistic theory needed to be seen as part of more general theory incorporating communication and culture. It is possible to understand that Communicative Language Teaching focuses on the ability of communication and not only on linguistic competence. Richards and Rodgers (2001) mention that the language has to be used in a social context in which communication takes place. The two units of this material were constructed under this view. The aim of this material is to give students the opportunity to learn English in a meaningful way. **English with meaning** will bring meaning to the learning process through authentic material taken from the internet which serves to valid the information. According to Berado(2006), through authentic material, students gain authentic information.

The two themes: Fast food and Save Water were chosen based on the reality of people.

Unit one works with a very interesting and motivating theme: fast food. It presents some disadvantages of having fast food regularly and presents a better option which is the healthy fast food. Fast food is a very realistic problem of our daily lives.

Unit two is about save water. This is another very important theme. The unit shows the reality of our planet and presents some simple solutions that every single person can do in order to save our planet.

The units start with the warm up which brings the main idea of what will be worked all over the unit. The warm up takes the students to think by themselves and use all their background about the subject. This is an opportunity to interact to each other and change experiences about their real lives.

After having this relaxing moment of warm-up, the students will have the listening activities where they will watch videos about the theme it was presented before. The listening section will go further in the subject of the unit. The videos chosen for this part are very motivating.

The reading part will work with small and authentic texts. The students will have the change to practice their comprehension about the texts and add more information on the last exercises which gives them the opportunity to give their own opinion about what they have read.

According to Richards and Rodgers (2001), grammar has to be thought with a communicative objective. Based on this view, the grammar section was developed not only to work with the formal rules but it works with the grammar as part of our real communication.

The units were also constructed under the idea of the learner-centered approach, which the students are the center of the process, not the teacher as Richards and Rodgers (2001) states. Under this vision, the speaking section was developed. In this section, the learners have the opportunity to interact to each other and change knowledge. The teacher will be there monitoring the conversation.

The writing section is the last part of the unit which asks the students to develop materials that will have a social effect. On this perspective the students will feel motivated to present their jobs. The activities were developed according to their age and level.

The listening, speaking, reading and writing skills are contextualized to each other which make the learning process meaningful.

References

RICHARDS, Jack C; RODGERS, Theodore S. Approaches and methods in language teaching: a description and analysis. 2 ed. Cambridge: Cambridge University Press, 2001.

Berado, Sacha Anthony. The use of authentic material in the teaching of reading. The reading matrix Vol6, number2, September 2006