



Curso de Especialização em Ensino de Inglês – CEI

## Material Didático para o Ensino de Inglês

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CEI

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês, atividade do Programa de Pós-Graduação em Estudos Lingüísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Brenda de Cássia Machado Silva

Belo Horizonte

2016

## Gratitude

In first place I dedicate this final Project to God, for being essential in my life, the author of my destiny and my guidance. Therefore, without HIM I wouldn't have strength for this long journey.

I thank HIM for allowing that all of this would turn out possible in my life. For granting me this rich opportunity, giving me health and strength to win and go through all the difficulties that has been in my path.

I thank the world for not making things stabled, for letting everything change, therefore we wouldn't have anything to research for, discover and to do. For all of it, I had the chance to get to this final point.

For my Family which are my base and structure, for those who have never giving up on me. My sincere thanks to my university, UFMG, for the best study environment and by giving us the right path and direction for new knowledge.

Last but not least, I thank all of my friends and colleagues from class that contributed directly or indirectly for my success, for all the prayers and encouragements, I can say that until now everything was worth for.

My sincere Thanks.

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## Introduction

Being a child in a foreign country can be very tricky when you are not familiar with the language! In a good part of my childhood I faced a major barrier, having to learn a second language alone without any help, it wasn't easy. Thinking of all my struggle I decided to prepare this material directed to those like me, who found difficulties along the way.

Now as a teacher going through different schools and countries, I believe that teenagers should be taken more seriously in learning a second language, but having a good material in which they feel comfortable, motivated and encouraged along the way.

I created this material which is an obligatory final project done as demand for the specialization course conclusion CEI - UFMG, focus on teenager students. This material contains two teaching units prepared to intermediate students and may not be commercialized. All activities and texts included in this work are of my own authorship. Using accurate material, so students can comfortably relate activities to their real life and routine.

This paperwork has two thematic units followed with activities. Both of the units consist of the four abilities: Reading, writing, listening and speaking. All the units involve pronunciation and grammar as well.

Themes are Eating Healthier and Living Healthy, and each theme is proper for age and level of students. In addition, the activities were developed and created with the intention to motivate students during the process of learning.

The units are well organized in a communicative way aimed at intercommunication between students and the language goal is to exchange information.

I have no doubts that both of the units are of supreme importance for students to acquire knowledge along the way, obtaining excellent experiences, covering new topics that may be or not related to their routine, and also creating relationships between classmates.

In addition, this material also contains a teacher guide presenting suggestions, explanations and steps necessary for each task and for each of the units. It also contains a rationale with the thesis used as guidance in the management of this paperwork.

“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.”

— [Charles William Eliot](#)

In this material developed by me, I hope to contribute directly or indirectly to help the classroom become a pleasant place to attend and staying at.

# *Unit One*



## *Eating Healthier*



# *Eating healthier*

**Let's Discuss**

1. In a small group, talk about the questions bellow:
  - a) What is your favorite food?
  - b) When was the last time you had your greens? (veggies)
  - c) Do you think that if you give up the junk food and eat healthier you will live a better life, and avoid any Chronic diseases?

**What's the word?**

1. Label the pictures using the words from the box:

Brain	Dairy	Obesity
Fuel	Soft drink	kale



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Before you read**



1. Name two benefits that you expect to find in the text from a healthy eating. Now, read the text and see if your prediction was achieved.

**Reading!**

# 10 Benefits of Eating Healthy

by [NapalaPratini](#) on May 20, 2014 | posted in [Wellness](#)



Whether you're trying to lose weight, get in shape or just live a healthier life, eating healthy provides a variety of benefits.

1. \_\_\_\_\_

Just like your car, your brain needs quality fuel to run efficiently. Eating a healthy, balanced diet to make sure your brain has the fuel it needs means more energy and increased productivity at work.

2. \_\_\_\_\_

What we eat has an impact on our brains. Did you know bananas contain 10 milligrams of dopamine, a chief mood booster in the brain? Dark chocolate, packed with polyphenol, is also known to boost serotonin, a neurotransmitter that many antidepressants also target. You should see a doctor if you're seriously concerned about your moods, but for the rare gloomy day, try a dark chocolate-covered banana.

3. \_\_\_\_\_

Certain foods have the ability to moderate our body's level of cortisol, the stress hormone. When the body is in a chronic state of stress, it breaks down protein to prepare for battle. Eating a protein-rich diet, including fish and dairy, can help replenish protein stores and keep cortisol levels at bay.

4. \_\_\_\_\_

Simple healthy choices such as replacing soda with water, choosing carrots instead of chips, and ordering a side salad in place of fries not only will help you lose weight, it also can help you save money. The average household spends about \$850 a year on soft drinks, which could easily be replaced with healthier — and free — water.

5. \_\_\_\_\_

When it comes to eating healthier, quality trumps quantity. Fresh foods contain fewer low-nutrient fillers that the body burns through quickly. If you are buying and eating less food, then you will have more money in your pocket.

6. \_\_\_\_\_

Who would trade their Big Mac for a beet burger? Although taste is subjective, healthy food can taste delicious if it's prepared well. One study showed that people perceive healthy food as tasting better even if it doesn't. In a blind taste test, participants said organic coffee tasted better than regular coffee, even though the two cups were the same. So perhaps the beet burger is better after all — even if it's only in your head.

7. \_\_\_\_\_

Why pay for expensive and painful Botox procedures when you can improve your skin through your diet? Fruits and vegetables high in antioxidants can help protect your skin. The antioxidants in fresh berries and salmon's omega-3 fatty acids both help improve the health of your skin's cells and slow premature aging.

8. \_\_\_\_\_

Unhealthy eating — especially over the long term — can be a risk factor for chronic diseases such as cancer, diabetes, obesity and heart disease. Some estimates say at least 30% of cancers are linked to poor diet. One study of over 6,000 women found that those who ate the most cabbage, turnips, broccoli, cauliflower and kale had a lower risk of developing breast cancer after menopause.

9. \_\_\_\_\_

Healthy eating can help you avoid diseases that may lower your life expectancy. Elsewhere, researchers reviewed a group of studies that suggest vegetarian or low-meat diets could help you live a longer life. No matter how you cut it, a healthy diet can play an important role in how long you'll live.

10. \_\_\_\_\_

Many of the benefits of healthy eating contribute to potential savings. If you stay healthy, you'll have fewer medical bills to pay and by cutting back on food, you'll eat less and have fewer groceries to purchase. Save your body and your wallet and eat your greens today.

<http://www.nerdwallet.com/blog/health/2014/05/20/benefits-of-eating-healthy/> *adapted*

### Reading it!

1. Re-read the text and give each number a benefit subtitle.

2. What does the author mean when he says “ Just like your car, your brain needs quality fuel to run efficiently.”?

1. Answer the questions below:

I- For a rare gloomy day, you should try

- a) Two mugs of hot tea
- b) A bowl of fruit salad
- c) Dark chocolate-covered banana
- d) A tomato soup with croutons

II- A healthier choice should be

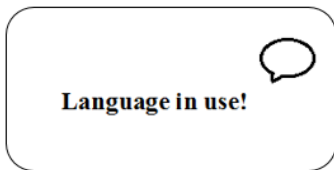
- a) Avoiding organic food
- b) Eating every two hours
- c) Replacing soda with water
- d) Eating less, and skipping meals

III- You will age better if you...

- a) Exercise twice a week
- b) eat fruits and vegetables.
- c) take vitamin pills daily.
- d) have a rich diet and rest.

In small groups, discuss the questions below:

1. Do you think those benefits are really true?
2. Which benefit you don't agree with and you think that is fake?
3. Do you think you eat healthy? or are you going to start eating healthy?



1. In the text circle at least 3 words that gives commands and instructions and list them bellow:

a) read

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Construct the negative form of the commands. Follow the example bellow:

a) (work) \_\_don't work\_\_\_\_\_ so hard

b) (go) \_\_\_\_\_ there

c) (be) \_\_\_\_\_ so rude.

d) (forget)\_\_\_\_\_ to tidy up your room.

e) (smoke)\_\_\_\_\_ inside the building.

3. Instructions: Match the first column to the second one:

a) Don't accept \_\_\_\_\_ the door to Mike

b) Brush your teeth \_\_\_\_\_ to bring the Cds

c) Turn off the lights \_\_\_\_\_ candies from strangers

d) Don't step \_\_\_\_\_ before you go to bed

e) Bring your dictionaries \_\_\_\_\_ adult programs

f) Don't open energy \_\_\_\_\_ when you go to bed to save

g) Don't watch \_\_\_\_\_ for language arts class

h) Don't forget \_\_\_\_\_ on the lawn

Verbs that are used for giving out instructions and commands are classified as **imperatives**.

**Before you listen**

How many meals do you have a day? Are they healthy choices? What do you eat for breakfast, lunch, snack and dinner?



1. Go to <https://youtu.be/CzYZQWSIwkA> watch the video and answer the following questions:

a) Why did the girls say that the ingredients are not 100% healthy?

---

b) What do they suggest if you do not like an ingredient?

---

c) How many choices do they give for a day of healthy eating? And what are them?

---

d) Compare your answers with a partner. Are they similar or different?

2. Watch the video again, listen for the Drunken Noodles and list at least five ingredients used by the girls.

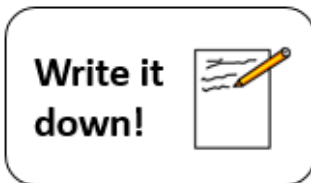
1. \_\_\_\_\_

2. \_\_\_\_\_


3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**Frozen Fruity Yoghurt Bites**



**Ingredients**

- 200g natural yoghurt
- Handful blueberries
- Handful raspberries

**Method**

Put 12 cupcake cases onto a small baking tray.

Use a spoon to drop some yoghurt into each case.

Put a few pieces of fruit into each cup and press them into the yoghurt with your fingers.

Freeze for 2 hours or until solid.

Pop out of the cases and serve.

**Eats Amazing**  
www.eatsamazing.co.uk

1-Create a recipe of a healthy dish for the BE FIT GYM daily meal. You can create a breakfast dish, a snack, a dinner dish or even a whole meal. Be creative as possible, and remember to strictly pick out your ingredients. The video is a good guide point for the structure of the recipe; You can also use the example above, remember that it must contain a list of ingredients followed by quantity and measurements, also an instruction of how everything is done.

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---

---

2-Now, create a checking list of the ingredients you have using. Check the procedures and rate the recipe in healthy levels. Then report your final recipe to your teacher.





1. In groups of three, pick which one has created the best dish recipe. Discuss which recipe has the healthiest ingredients, choices, vitamins, taste and presentation.  
A: Does your dish have veggies?  
B: Is it fried, or cooked?...
2. For each group there is a winning dish. Now as a whole class discussion, each group has to defend their own recipe, and as a class conclusion, there has to be only one winning dish. The winner will have his/her recipe included in the BE FIT GYM daily meal.

## *Unit One*

### **Teacher's Guide**

#### Unit One : Eating Healthier !

This Unit was developed for young adults that are intermediate level. It explores about eating habits as the major topic.

#### **Let's Discuss**

Read the unit title with the students and ask if they know what is healthy eating?

Organize the classroom in small groups so students can discuss the questions that teacher will ask them.

- a) What is your favorite food?
- b) When was the last time you had your greens? (veggies)
- c) Do you think that if you give up the junk food and eat healthier you will live a better life, and avoid any Chronic diseases?

Have the students grouped and ask them to pay close attention to the answers of each other so that they can monitor the differences between their habits.

What's the word?

Show students the pictures so they can familiarize themselves. After ask them to label it using the words from the box:

Brain	Dairy	Obesity
Fuel	Soft drink	kale

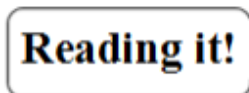




Read the title of the text with the students “10 Benefits of Eating Healthy”. Ask if they know what benefits means. Later, ask students to name two benefits that they expect to find in the text from a healthy eating. Now, read the text and see if their prediction was achieved.



It’s time to read! Encourage students to read the text silently paying close attention to the benefit subtitles they would give to each number.



After reading the text give students instructions to answer questions related to the text they just read.

2. What does the author mean when he says “Just like your car, your brain needs quality fuel to run efficiently.”?

1. Answer the questions bellow:

I- For a rare gloomy day, you should try

- A) Two mugs of hot tea
- B) A bowl of fruit salad
- C) Dark chocolate-covered banana
- D) A tomato soup with croutons

II-A healthier choice should be

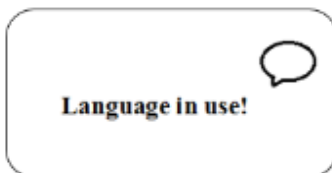
- A) Avoiding organic food
- B) Eating every two hours
- C) Replacing soda with water
- D) Eating less, and skipping meals

III-You will age better if you...

- A) Exercise twice a week
- B) Eat fruits and vegetables.
- C) Take vitamin pills daily.
- D) Have a rich diet and rest.

In small groups have students discuss the questions below sharing their opinion about the text:

1. Do you think those benefits are really true?
2. Which benefit you don't agree with and you think it is fake?
3. Do you think you eat healthy? or are you going to start eating healthy?



Read the activity out loud explaining what a command is! Give them instructions to go back to the text:

1. In the text circle at least 3 words that give commands and instructions and list them bellow:

a) Read

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Construct the negative form of the commands. Follow the example bellow:

a) (Work) \_\_\_\_\_ work so hard.

b) (Go) \_\_\_\_\_ go there.

c) (Be) \_\_\_\_\_ be so rude.

d) (Forget)\_\_\_\_\_forget to tidy up your room.

e) (Smoke)\_\_\_\_\_smoke inside the building.

3. Instructions: Match the first column to the second one:

- |                            |   |
|----------------------------|---|
| a. Don't accept            | <u>  f  </u> the door to Mike           |
| b. Brush your teeth        | <u>  h  </u> to bring the Cds           |
| c. Turn off the lights     | <u>  a  </u> candies from strangers     |
| d. Don't step              | <u>  b  </u> before you go to bed       |
| e. Bring your dictionaries | <u>  g  </u> adult programmes           |
| f. Don't open energy       | <u>  c  </u> when you go to bed to save |
| g. Don't watch             | <u>  e  </u> for language arts class    |
| h. Don't forget            | <u>  d  </u> on the lawn                |

**Before you listen**

How many meals do you have a day? Are they healthy choices? What do you eat for breakfast, lunch, snack and dinner?

In small groups have students discuss their meals and see what do they really eat, have them discuss among each other about each common breakfast, lunch, snack and dinner foods.



Explain the task and have students go online to watch the video, allow the students to watch the video as much as they need, then have students listen and complete the questions individually.

1-Why did the girls say that the ingredients are not 100% healthy?

---

2-What do they suggest if you do not like an ingredient?

---

3-How many choices do they give for a day of healthy eating? And what are them?

---

Have them compare their answers and see their differences.

4. Watch the video again, listen for the Drunken Noodles and list at least five ingredients used by the girls.

1. \_\_\_\_\_

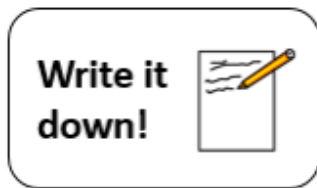
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_





Its time to practice writing!

Ask students to create a recipe of a healthy dish for the BE FIT GYM daily meal. They can create a breakfast dish, a snack, a dinner dish or even a whole meal. Remind them to be creative as possible, and to pick their ingredients. It's very important to contain a list of ingredients followed by quantity and measurements and the instructions of how it's done. Explain to them that in the video the girls practice the genre of recipes and list, elicit the use of them. Give the option of the video as a guide and show the picture bellow as an

### Frozen Fruity Yoghurt Bites



#### Ingredients

- 200g natural yoghurt
- Handful blueberries
- Handful raspberries

#### Method

Put 12 cupcake cases onto a small baking tray.

Use a spoon to drop some yoghurt into each case.

Put a few pieces of fruit into each cup and press them into the yoghurt with your fingers.

Freeze for 2 hours or until solid.

Pop out of the cases and serve.

**Eats Amazing**  
[www.eatsamazing.co.uk](http://www.eatsamazing.co.uk)

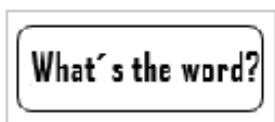
example.

Now, ask students to create a checking list of the ingredients they have be using along the whey. Have them Check the procedures and rate the recipe in healthy levels. Then ask them to report their final recipe to your teacher.



Now in groups of three, ask students to pick which one has created the best dish recipe. Discuss which recipe has the healthiest ingredients, choices, vitamins, taste and presentation.

For each group there is a winning dish. Now as a whole class discussion, each group has to defend their own recipe, and as a class conclusion, there has to be only one winning dish. The winner will have his/hers recipe included in the BE FIT GYM daily meal.



1. Label the pictures using the words from the box:



Obesity



Fuel



Brain



Dairy



kale



Soft drink

## Reading it!

2. What does the author mean when he says “Just like your car, your brain needs quality fuel to run efficiently.”? He means that Just like your car, eating a healthy, balanced diet to make sure your brain has the fuel it needs means more energy and increased productivity at work.

3. Answer the questions bellow:

I- For a rare gloomy day, you should try

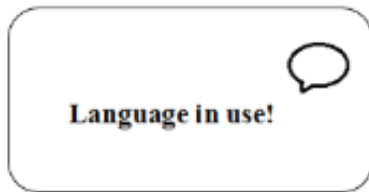
- A) Two mugs of hot tea
- B) A bowl of fruit salad
- C) Dark chocolate-covered banana
- D) A tomato soup with croutons

II- A healthier choice should be

- A) Avoiding organic food
- B) Eating every two hours
- C) Replacing soda with water
- D) Eating less, and skipping meals

III- You will age better if you...

- A) Exercise twice a week
- B) Eat fruits and vegetables.
- C) Take vitamin pills daily.
- D) Have a rich diet and rest.



1. In the text circle at least 3 words that gives commands and instructions and list them bellow:

a) read

1. TRADE

2. STAY

3. PAY

2. Construct the negative form of the commands. Follow the example bellow:

a) (work) I don't work so hard.

b) (go) DON'T go there.

c) (be) DON'T be so rude.

d) (forget) DON'T forget to tidy up your room.

e) (smoke) DON'T smoke inside the building.

3. Instructions: Match the first column to the second one:

- |                            |   |
|----------------------------|---|
| a. Don't accept            | <u>  f  </u> the door to Mike           |
| b. Brush your teeth        | <u>  h  </u> to bring the CDs           |
| c. Turn off the lights     | <u>  a  </u> candies from strangers     |
| d. Don't step              | <u>  b  </u> before you go to bed       |
| e. Bring your dictionaries | <u>  g  </u> adult programmes           |
| f. Don't open energy       | <u>  c  </u> when you go to bed to save |
| g. Don't watch             | <u>  e  </u> for language arts class    |
| h. Don't forget            | <u>  d  </u> on the lawn                |



1-Why did the girls say that the ingredients are not 100% healthy?

Because nothing is completely healthy

2-What do they suggest if you do not like an ingredient?

If you do not like an ingredient you can substitute it for anything else that you like.

3-How many choices do they give for a day of healthy eating? And what are them?

The girls give four choices for a day of healthy eating: a breakfast meal (pancakes with healthy choices), for lunch they give roasted chicken nuggets, a snack (apple sandwich) and a dinner option (drunken noodles).

4-Watch the video again, listen for the Drunken Noodles and list at least five ingredients used by the girls.

1. Olive oil

2. Salt

3. chicken

4. basil

5. noodles

# Unit 2

## Living Healthy



Live. Life. Healthy







## What's the word?

3- Link the words with the right definition:

- a) A body tissue that can contract and produce movement. \_\_\_\_\_
- b) A pair of breathing organs located in the chest. \_\_\_\_\_
- c) A tissue that connects two bones to form a joint. \_\_\_\_\_
- d) A physical harm or damage to someone's body caused by an accident or an attack. \_\_\_\_\_
- e) Capability of being bent, usually without breaking; easily bent. \_\_\_\_\_

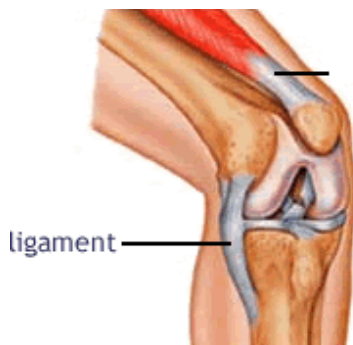
Muscles of the Arm



Muscle



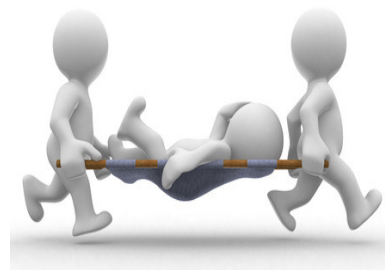
Flexibility



Ligaments



Lungs



Injury

4- Report your discussion to the class, and share your Zumba experiences.

**Before you read**



4-Add one question about exercise activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	NAME:	NAME:
1.What exercises do you like?		
2.what exercises do you dislike?		
3.how often do you work out?		
4.Do you count calories?		
5.Are you a member at a gym?		
6.		

A: Lucas, what exercises do you like?

B: I like a lot of exercises. My favorite is riding a bike.

**Class activity** tell your classmates about your partners exercise activities.

A: Lucas favorite exercise is riding a bike...

**Reading!**

### **Why is Exercise Important?**

Have you ever heard the expression "use it or lose it"? It's true! If you don't use your body, you will surely lose it. Your muscles will become flabby and weak. Your heart and lungs won't function efficiently. And your joints will be stiff and easily injured. Inactivity is as much of a health risk as smoking!

### **Helps Prevent Diseases**

Our bodies were meant to move -- they actually crave exercise. Regular exercise is necessary for physical fitness and good health. It reduces the risk of heart disease, cancer, high blood pressure, diabetes and other diseases. It can improve your appearance and delay the aging process.

### **Improves Stamina**

When you exercise, your body uses energy to keep going. Aerobic exercise involves continuous and rhythmic physical motion, such as walking and bicycling. It improves your stamina by training your body to become more efficient and use less energy for the same amount of work. As your conditioning level improves your heart rate and breathing rate return to resting levels much sooner from strenuous activity.

### **Strengthens and Tones**

Exercising with weights and other forms of resistance training develops your muscles, bones and ligaments for increased strength and endurance. Your posture can be improved, and your muscles become more firm and toned. You not only feel better, but you look better, too!

### **Enhances Flexibility**

Stretching exercises are also important for good posture. They keep your body limber so that you can bend, reach and twist. Improving your flexibility through exercise reduces the chance of injury and improves balance and coordination. If you have stiff, tense areas, such as the upper back or neck, performing specific stretches can help "loosen" those muscles, helping you feel more relaxed.

### **Controls Weight**

Exercise is also a key to weight control because it burns calories. If you burn off more calories than you take in, you lose weight. It's as simple as that.

### **Improves Quality of Life**

Once you begin to exercise regularly, you will discover many more reasons why exercise is so important to improving the quality of your life. Exercise reduces stress, lifts moods, and helps you sleep better. It can keep you looking and feeling younger throughout your entire life.

## **How Often Should I Exercise?**

The benefits of any exercise program will diminish if it's disrupted too frequently. A "stop-start" routine is not only ineffective, but can cause injuries. Being consistent with exercise, therefore, is probably the most important factor in achieving desired results.

People often assume that more is better. Wrong! Doing too much too soon or performing intense exercises on a daily basis will have deleterious effects, such as muscle/tendon strains, loss of lean tissue, and fitness-level plateaus.

## **Cardio**

If you are a beginner, start off slower than you think you should. Three days per week is realistic, safe and effective. If you are experienced, do cardiovascular (aerobic) exercises such as walking, jogging and bicycling for no more than 200 minutes per week with no more than 60 minutes per session.

## **Lifting Weights**

Weight training should be done no more than three times per week targeting the same muscle groups. Exercise the same muscle groups on non-consecutive days because muscles need adequate time to recover and cannot be effectively trained if they are tired or sore.

## **Stretching**

Many people forget to stretch or make the excuse that they don't have the time. Flexibility is important, so make the time! Stretching can be done every day, but stick to a minimum of three times per week in order to reap the benefits. When the body is warmed up, such as after a workout session, perform five to 10 stretches that target the major muscle groups. Hold each stretch for 10-30 seconds.

This Article Provided Courtesy of [Armand Tecco](#)

Reviewed and Published by Health Discovery

[http://www.healthdiscovery.net/articles/exercise\\_importa.htm](http://www.healthdiscovery.net/articles/exercise_importa.htm)

## Reading it!

5-Answer the questions about the text:

- a) How important is the practice of exercises to our body?
- b) In which ways does it enhance flexibility?
- c) Can body weight be controlled with exercises?

A-Check the correct answers according to the text.

1.How often should weight training be done

\_\_\_Once a week      \_\_\_every day      \_\_\_three times a week

2.Most people assume that more is better, so you should exercise as much as possible.

\_\_\_true      \_\_\_false

3. If you perform intense exercises on a daily basis which deleterious effects will you have ?

\_\_\_muscle strains      \_\_\_loss of weight      \_\_\_gain of weight

4.What kind of moods does exercising reduces?

\_\_\_stress      \_\_\_anger      \_\_\_sadness

B-Can exercising be fun? Do you think playing a sport is exercising? Discuss your reasons with your classmates.

Language in use!



A) Complete the conversations with the correct Wh-question words asking for information.

Then practice with a partner.

1. A: I love to watch workout exercises on the internet.

B: Really? What exercise do you like to watch?

A: Zumba. It's my favorite!

B: \_\_\_\_\_ do you usually watch Zumba classes?

A: on Tuesday and Thursdays afternoon.

B: and \_\_\_\_\_ do you usually watch it? At home?

A: No, at my friend's house she has a really big TV!

2. A: \_\_\_\_\_ do you go to the gym?

B: usually at 5 o'clock p.m.

A: oh, yeah? \_\_\_\_\_ do you usually go with?

B: My sister. Come with us next time!

A: \_\_\_\_\_ is your gym located?

B: right next to Walmart on main street.

A: Yeah! I might stop by next time.

B) Complete the conversation with Wh-questions. Then compare with a partner.

1. A: what sports do you like?

B: I like a lot of sports, but I really like soccer!

A: \_\_\_\_\_

B: I usually play at my hometown soccer team.

A: \_\_\_\_\_

B: Our practices are on Monday and Saturdays.

A: \_\_\_\_\_

B: We start about 5:30 pm.

A: \_\_\_\_\_

B: We usually play at our local city field, but sometimes we go to the beach.

C) **PAIR WORK** Ask your partner five questions about exercising benefits or routines. Then tell the class. Follow the model below:

A: What do you do to lose weight?

B: I like do 30 min of cardio.

A: When do you do your cardio?

B: I do my cardio everyday

**Before you listen**

**CLASS ACTIVITY** do you like to dance? Do you think you can have fun and exercise at the same time? Have you ever been to a Zumba class?



1-Zumba is a dance fitness program that involves dance and aerobic moves. Go to [www.youtube.com/watch?v=VzHOhq31Q8A](http://www.youtube.com/watch?v=VzHOhq31Q8A) watch the video.

2-Go back to the video and answer the following questions:

a)What are the excuses used by starts in Zumba?

\_\_\_\_\_

b)What is the purpose of Zumba?\_\_\_\_\_

\_\_\_\_\_

c)Is there any experience needed?\_\_\_\_\_

\_\_\_\_\_

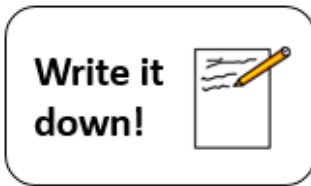
d)What kind of public can do Zumba?\_\_\_\_\_

\_\_\_\_\_



3-As related to the video, choose what you should bring for Zumba Classes:

- Gatorade, towel and sneakers
- Water, and protection equipment
- flip fops, shorts and a t-shirt
- towel, water and fitness shoes



If you've never been before, going to your local gym can be an incredibly overwhelming experience. Luckily, it doesn't have to be. We take the mystery out of the gym by pinpointing the best equipment, techniques and exercise classes that will help deliver the body you want.

**Trouble area: TUMMY**

Newsflash: There's no need to do hundreds of crunches as this won't shrink away belly fat. In fact, you can't spot-reduce fat from one specific part of the body, but you can tone the muscles underneath. The exercise ball is a great piece of equipment for this as you have to tighten your abdominal muscles when you're balancing on it. Try sitting on it and doing as many half crunches as you can. Pilates is another great option for the tummy area. You can choose between working on a Pilates Reformer machine or having a mat lesson. Let your instructor know if it's your first class.

**Trouble area: BUTT**

Resistance exercises are extremely effective for toning the butt muscles, also known as the gluteals. One way to tone up this area is by doing step-ups. Find a sturdy gym bench to step up onto for one minute with each leg, or take a dedicated Step-class. You can also do walking lunges while carrying a light weight in each hand, or do three sets of 12 squats with a weighted bar across your shoulders. And there's no need to use super heavy weights. If you want to define and tone your body, rather than bulk it up, put the emphasis on high repetitions with lower weight loads.

**Trouble area: ARMS**

Tired of tack shop lady arms? The good news is that any exercise involving your arms will help them go from flabby to firm. As well as using the gym's weight machines, you can target your upper arm area by taking a Rosercise class or working out with a punching bag. Hit the bag as fast as you can for intervals of one to five minutes. This will target the fat layer at the top, as well as the muscles underneath.

**Trouble area: LEGS**

The best way to streamline your legs is by exercising on the stationary bike. Once you've developed your confidence and have built up your fitness levels, try adding hill intervals for a further challenge. Taking regular spin classes is another excellent option. These are taught by a qualified teacher, so you'll be able to follow their instructions easily and enjoy the motivating music while giving your legs a great workout.

**Trouble area: BACK**

Rowing is fantastic for your back as you use a variety of different muscles every time you perform the rowing action. As well as using a stationary rowing machine, try a few resistance exercises using the cable row machine or the pin-loaded machine to give shoulders a good workout, too. Aim to do three sets of 12 repetitions for each exercise.

**Trouble area: SHOULDERS**

You use your shoulders when you exercise your arms, chest and back, but to really target the shoulder muscles (deltoids), try doing specific resistance-training exercises. For example, use kettle bells to perform upright rows: standing with your legs shoulder-width apart, pull the bell slowly up to your sternum before lowering it back down again. Or try lateral raises, which are performed by holding a kettle bell in each hand, extending your arms and raising them until they're parallel with the floor, then lowering them back down by your sides. You can also use a weighted bar or pin-loaded machine to do overhead presses, or try doing dumbbell shoulder presses with free weights. Aim to do three sets of 12 repetitions each for any or all of these exercises.












**Trouble area: CALVES**

Cycling, running and stair climbing are all great calf-toning exercises. Try using the stepper machine, bike or treadmill for 45 minutes in total. Do 15 minutes of moderate-to-hard exercise on each machine and remember to move swiftly between each piece of equipment to keep up the pace.

## The All-Cardio Challenge

[backpointe.tumblr.com](http://backpointe.tumblr.com)

- 40 jumping jacks
- :30 jumping rope
- :20 high knees
- :20 butt kickers
- 30 mountain climbers
- 5 jump squats
- 5 burpees
- :30 jumping rope
- Water Break**
- 25 jumping jacks
- 20 pivoting upper cuts
- :30 march in place
- 5 burpees
- 35 jumping jacks
- :40 jumping rope
- 5 jump squats
- :30 high knees

	M	T	W	TH	F	SA
9AM						
10AM						
11AM						
5:15P						
5:30P						
6:30P						

1-You have just moved to Campinas and a good friend of yours has invited you to be a member at her gym. You are very sedentary however you have decided to change and attend the gym regularly. She has given you the gym's schedule of classes and exercising ideas. As a plan for the week and to get started, create your own schedule of exercising routines you plan to follow and classes you intend to attend, for the end of each week create a checking list to keep up progress and frequency.



2-Interview a partner about his/her exercising habits and routines then create a chart of his/her answers. You can follow the model bellow:

A: which exercise do you do on Mondays?

B: which day do you have free time?

C:Do you do any dancing classes? On which day?

D: Do you play any sports?

E:Which days do you lift weight ?

F: How often do you stretch? Everyday?

Name:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Class Activity-** Tell your classmates about your partners exercising habits and routines.

A: Elena stretches every day. But she only play sports on Tuesday and Fridays ...

## *Unit Two*

### **Teacher's Guide**

#### Unit Two: Living Healthy

This Unit was developed for young adults at an intermediate level. It explores about healthy living habits as the major topic.

#### **Let's Discuss**

Prepare the classroom for a group discussion, have them talk about the unit topic. Have them discuss about the questions below:

1. What kind of exercise do they do?
2. How can exercises affect health?
3. Can exercises help to prevent any kind of disease?

As class ask them to share their thoughts and findings.

## What's the word?

Show the students the pictures below; ask if they are familiar to them. Then ask them to link the words with pictures using the right definition.

1- Link the words with the right definition:

- a) A body tissue that can contract and produce movement. \_\_\_\_\_
- b) A pair of breathing organs located in the chest. \_\_\_\_\_
- c) A tissue that connects two bones to form a joint. \_\_\_\_\_
- d) A physical harm or damage to someone's body caused by an accident or an attack. \_\_\_\_\_
- e) Capability of being bent, usually without breaking; easily bent. \_\_\_\_\_

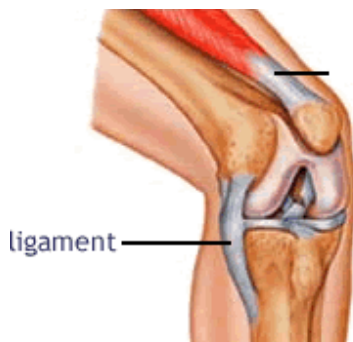
Muscles of the Arm



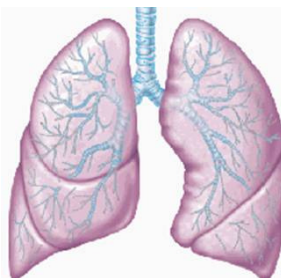
Muscle



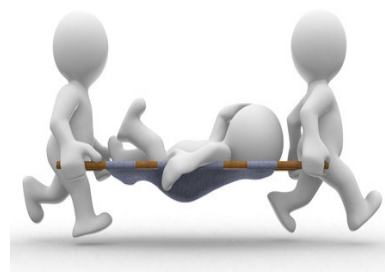
Flexibility



Ligaments



Lungs



Injury

**Before you read**



Now read the directions and focus student's attention on the chart and explain the first part of the task. Ask students to add one more question to the chart individually, teacher you can help if its needed. Elicit new questions from the class by giving examples such as:

What exercises makes you feel tired?

Who do you exercise with?

**Reading!**

Have the students read with caution and attention the text below so they can answer the following questions.

1. How does practicing exercises can help prevent diseases?
2. In which ways does it enhance flexibility?
3. Can body weight be controlled with exercises?

For the next exercise, explain the part of the task, ask students to go back to the text and scan for specific information and check for the correct answers to the questions. Point out that the students can easily find the answers by locating the headlines of each paragraph.

A-Check the correct answers according to the text.

1.How often should weight training be done

Once a week       every day       three times a week

2.Most people assume that more is better, so you should exercise as much as possible.

true       false

3. If you perform intense exercises on a daily basis which deleterious effects will you have ?

muscle strains       loss of weight       gain of weight

4.What kind of moods does exercising reduces?

stress       anger       sadness

This activity can be done by group work, explain the task and read the questions. You can ask a student of each group to tell the class their opinions and reasons.

B-Can exercising be fun? Do you think playing a sport is exercising? Discuss your reasons with your classmates.

**Language in use!**



We all know that the study of grammar will lead students to speak and write well. Elicit or explain that Wh-questions ask for information. For exercises

- A) Explain the task and ask two students to model the conversation at least 4 lines of the conversations.
- B) Have students complete the dialog individually, then they compare answers in pairs.
- C) Explain the activity. Then have students create questions about exercises and routines, you may give help if needed. Have students take turns in pairs asking and answering their questions.

**Before you listen**

**CLASS ACTIVITY :** Have the students think about exercising and having fun at the same time. Elicit the questions and have them analyze their opinion.

Do you like to dance? Do you think you can have fun and exercise at the same time?  
Have you ever been to a Zumba class?





Having good tools and great strategies can surely make learning a great time! Have your students gather around a computer and go to the web site [www.youtube.com/watch?v=VzHOhq31Q8A](http://www.youtube.com/watch?v=VzHOhq31Q8A)

There they will listen and watch a video where they will learn about Zumba! A great exercise! Have them watch the video paying attention to answer the following questions:

What is the purpose of Zumba?

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Is there any experience needed?

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What kind of public can do Zumba?

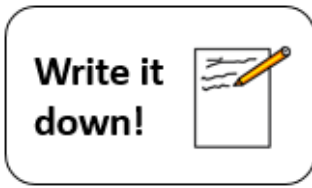
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What are the excuses used by starters in Zumba?

---

As related to the video, choose what you should bring for Zumba Classes:

- Gatorade, towel and sneakers
- Water, and protection equipment
- flip fops, shorts and a t-shirt
- towel, water and fitness shoes



We all know that writing is one of the most important skills, students should be practicing their writing skills constantly so a teacher should make it a fun time. To capture their attention and have them inspired, let's pretend they have just moved to Campinas and they were invited to participate at a friend's Gym.

As task for the new gym student, ask the students to write down a schedule of exercising routines and classes you are interested on attending. Elicit the genre of listing and schedule programming, also encourage students to follow the examples given.



In this section students should pick a partner and practice their speaking skills. Have them interview each other about his/her exercising habits and routines then guide them on filling in the chart with the information gathered. Afterwards for the class activity elicit students to have a conversation among them sharing their partners information out loud.

Name:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

# Answer Key

What's the word?

Link the words with the right definition:

- a) A body tissue that can contract and produce movement

**Muscle**

- b) A pair of breathing organs located in the chest.

**Lungs**

- c) A tissue that connects two bones to form a joint.

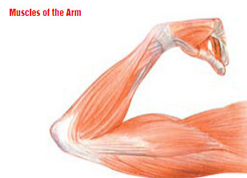
**Ligaments**

- d) A physical harm or damage to someone's body caused by an accident or an attack.

**Injury**

- e) Capability of being bent, usually without breaking; easily bent.

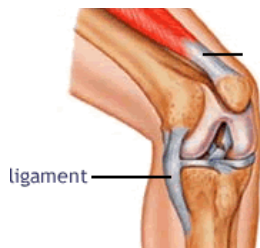
**Flexibility**



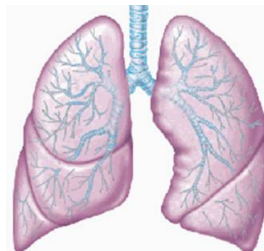
Muscle



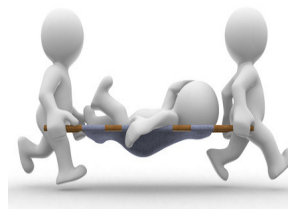
Flexibility



Ligaments



Lungs



Injury

## Reading it!

Answer the questions about the text:

a) How important is the practice of exercises to our body?

It helps to prevent diseases, improves stamina, strengthens and tones, enhances flexibility, controls weight and it improves quality of life.

b) In which ways does it enhance flexibility?

Through exercise reduces the chance of injury and improves balance and coordination

c) Can body weight be controlled with exercises?

Yes because it burns calories

Check the correct answers according to the text.

1. How often should weight training be done

Once a week       every day       three times a week

2. Most people assume that more is better, so you should exercise as much as possible.

true       false

3. If you perform intense exercises on a daily basis which deleterious effects will you have ?

muscle strains       loss of weight       gain of weight

4. What kind of moods does exercising reduces?

stress       anger       sadness

B-Can exercising be fun? Do you think playing a sport is exercising? Discuss your reasons with your classmates. **OPINION RESPONSE**

Language in use!



A) Complete the conversations with the correct Wh-question words asking for information.

Then practice with a partner.

1.A: I love to watch workout exercises on the internet.

B: Really? What exercise do you like to watch?

A:Zumba. It's my favorite!

B: When do you usually watch Zumba classes?

A:on Tuesday and Thursdays afternoon.

B: and where do you usually watch it? At home?

A:No, at my friends house she has a really big TV!

2. A: When do you go to the gym?

B:usually at 5 o' clock p.m

A:oh, yeah? Who do you usually go with?

B: My sister. Come with us next time!

A: where is your gym located?

B: right next to Walmart on main street.

A:Yeah! I might stop buy next time.

B) Complete the conversation with Wh-questions. Then compare with a partner.

A: what sports do you like?

B: I like a lot of sports, but I really like soccer!

A: who do you play with?

B: I usually play at my hometown soccer team.

A: when do you practice?

B: Our practices are on Monday and Saturdays.

A: what time do you start?

B: We start about 5:30 pm.

A: where do you play?

B: We usually play at our local city field, but sometimes we go to the beach.

C) **PAIR WORK** Ask your partner five questions about exercising benefits or routines. Then tell the class. Follow the model below:

A: What do you do to lose weight?

B: I like do 30 min of cardio.

A: When do you do your cardio?

B: I do my cardio everyday



a. What is the purpose of Zumba?

The purpose of Zumba is to use the dance in order to exercise and lose weight.

b. Is there any experience needed?

No dancing experience or skills are needed to do Zumba

c. What kind of public can do Zumba?

Anybody can do it, kids, grownups, and grand parents

d. What are the excuses used by starters in Zumba?

What if I can't get the steps right away?

What if I never learn?

As related to the video, choose what you should bring for Zumba Classes:

- Gatorade, towel and sneakers
- Water, and protection equipment
- flip fops, shorts and a t-shirt
- towel, water and fitness shoes



## **Rationale**

Eating healthy or being healthy is a worldwide issue and concern. Being a frequent topic in conversations and it turned out to be a hit, everyone does it in order to be fit and for most appearance. The idea of using healthy choices as a context for teaching language for the development of this material came up from my perspective of what is important information for students to know, and bring all that information to his own life.

This final project was done over the principles of the communicative language teaching (CLT) as discussed in Richards & Rodgers (2001) the principles are listed bellow:

-Meaning is a key element

-The core objective is communicative competence- that is the ability to use the language effectively and appropriately.

-Learners are supposed to interact with each other inside and outside the classroom. In the classroom interaction takes place by means of pairs and group work.

-Learning a language means learning to communicate effectively. (2001, Richard and Rogers)

Therefore, in this material, students are required to use language to perform tasks such as (listening, following writing a recipe) as well as making healthy choices concerning their food habits and comparing healthy choices with others. According to Richards (2006), he discusses that communicative competence implies “knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants.”(p.3)(Richards,2006). The two units in intermediate levels contains a variety of exercises, including vocabulary, language in use, role playing and the main four abilities- speaking, listening, reading and writing are dealt with in this material, and I will now discuss it.

As for the reading, it is an important tool in order to obtain information to complete the unit and do the tasks. The student will see a pre-reading task that will introduce the official article and promote a discussion that will involve personalization and analysis. Following the reading there will be exercises that promotes the reading skills such as reading for main ideas,

reading for details, and inferencing. Exercises such as multiple choices and open questions that focus on the student's comprehension of the message, followed by language in use where grammar will be analyzed.

The listening is only developed after the students had a previous review and discussion concerning the topics. They have also had a contact with meaningful vocabulary, giving them the chance of having previous knowledge in order to make them able to follow and carry on with the task. The listening material developed in this unit is introduced by a pre-listening focus task or questions related to the text then there is a video presented in this material in order to illustrate this unit. Students are supposed to identify the genre which is writing a recipe in order to complete the writing and speaking task that are followed next. There will be listening comprehension questions, and also, the students will have to pay extremely attention to finding the specific ingredients and list them exactly as it is said in the video.

The writing skill was developed as a task. The students will be required to create a healthy recipe of a dish of his choice for the Be Fit Gym daily meal, using their previous knowledge from what he had read in the text and from the previous information of the listening task. Genre features are required on this task. A model of writing sample and ideas is provided, and it also reinforces the vocabulary and grammar in the unit.

The speaking task is supposed of placing the situation of discussion, promoting interaction among students and teachers, assessing the information that is obtained from the video and text. Teachers here are encouraged to promote interaction among students, by instigating students to defend their ideas, and opinions, to compare and contrast which recipe is the best and from the best one picked the whole class has to come up with a final conclusion. Teachers should ask questions that are relevant to the topic in order to create an interaction among them. As a reward, the students will have the winning recipe included in the Be Fit Gym daily menu. The concern with health is vital, not only comes down to, going to the doctor and the hospital to take medicines, you need to take care of your health in a comprehensive manner, through the changes in living habits to improving health. The public health is investing in the people's quality of life, giving emphasis to prevention. The habits of healthy living are making the difference for the health of the population. From the importance that the studies developed in this area have achieved, I developed this next unit covering the topic healthy living.

This second unit was formulated embracing the Living Healthy title in order to let students comfortable about the activities be made along the drive. Students are asked to participate more, to express their point of view and preferences about the topic, during class discussions students can become more critic about information in general.

It starts with a warm up to expose students' about the topic. The purpose of this section is to inform the content to be seen in the unit as well as preparing the scenario in the classroom. It leads the students to consider and get to know about the topic also debating about their habits and routine.

In addition, planned with accurate material, this unit is also presented by a pre-reading task that will introduce the text, leading the students to analyze and discuss about their own exercising habits. After reading the text there will be reading activities that allows students to practice their reading skills, such as reading for main ideas, reading for details, and inferencing. Getting to know more about the topic, this article can expose the students to how important it is to take care of our body, leading to a better health and condition. The text expresses the real importance of taking care of the body, showing the usefulness of the exercises and the main areas where the practice operates.

Most people never listen. In fact, most people do not listen, despite this ability to be one of the most important. The way we listen can have a big impact not only on our personal relationships but also in our professional lives and job performance. A good listener is able to understand better and to process information. The student who has the ability to be a good listener will use the best information to negotiate, to influence and avoid misunderstandings and conflicts. In this section we will be working on the listening, introduced by a pre-listening focus task or questions. After Students are induced to accesses the link proposed in this upcoming activity. It is a video from the internet related to physical activity which by the way is the latest hit in the world! it's called Zumba. There are variations in all the places that cater to people of any age. Even older people can start enjoying the programs.

The function of videos, in this case, it is the source of information to verify the ability of the students to hear and comprehend. Following, after watching and listening to the video carefully, there are some activities related to the video watched that develops a variety of listening skills, such as listening for main ideas and specific details.

Reading and writing come to be key factors for the insertion of being human in today's society. The act of reading can provide the reader with access to information, the expansion of vocabulary, the development of critical and interest in the search for knowledge on various subjects, as well as instigating the reader to think critically about various issues, can boost your social relationship. Consequently through an informative and formative reading, an individual can improve the writing, developing her more cohesion and scientific, cultural knowledge, among others, composed of relevant information of a given subject. However, reading and writing cannot be defined as simple decoding symbols, but rather a means to expand the knowledge of students and their worldview.

As the school has as its main task to teach students to read and write, teachers should be fully aware of this importance before the students and must provide moments in which students come into contact with reading and writing, by observing its own in the act of reading and writing, the contact with the most diverse types of texts and taking part in a work focused on the stimulation of learning to read and write. Following this thought, it was developed a writing activity in which students find themselves in a specific situation where they will have to prepare and develop a schedule plan of their own exercises, ideas and classes they intend to participate, based on their gym membership followed by a progress and frequency list. The writing portion has a model writing sample that also includes extra ideas in order for the task to be well developed, it also reinforces the vocabulary and grammar of the unit. The writing activity takes students to refer back to what was read in the text, taking into consideration all the benefits and advantages to play sports and leave a healthy life.

In this sense, education is required to form competent readers who understand and interpret what they read; who can also read what is not written; having the ability to identify implicit elements. With that being said we can conclude that writing enables the transmission of significant information for other generations and thus contribute to the advancement of humanity.

Coming next, students should get to know each other by interacting in the practice of Speaking section, where there will be asked to make the use of the language as a primary tool of work, there are useful questions and expressions set as a guide. In this activity, students should be grouped in pairs and make an interview to learn more about their habits and routine. After all, they are expected to discuss with each other and create a chart, noting the differences and

similarities between them. Next followed up speaking tasks is provided and in this activity it aims the value judgment of the information given. Students are encouraged to express their opinion, comparing and contrasting information as well as critically evaluate what they have just read or listened to.

The study of grammar will lead students to speak and write well. Consequently, this advance the capacity of each individual to produce his speech proper, student can appreciate the variants studied, broaden their language skills, develop skills and competence in communicative interaction, internalizing grammar and not memorizing it and have an intimate contact with it, to be his instrument of reflection every time speaking and writing.

In this final section, grammar is solved by samples of authentic material. Students are asked to think about the executions of grammar in the samples, as well as to practice what they have learned in a creative way.

During the elaboration of these units, I kept in mind that the teacher has the role of mediator and facilitator in the learning section present in this work. The teacher is responsible in guiding students to participate in class activities, cooperating for a better learning.

Teaching a second language to people is not simply being fluent in another language, but pass on the knowledge, dreams and values. It motivates and works together to gain comprehension.

The main reason of this paper is to prepare units that people feel comfortable and secured on learning a second language.

*“One language sets you in a corridor for life. Two languages open every door along the way.”  
(Frank Smith)*

## References

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<https://www.youtube.com/watch?v=CzYZQWSIwKA> vídeo

<www.youtube.com/watch?v=VzHOhq31Q8A> vídeo

## Pictures

[https://www.google.com.br/search?q=kale&espv=2&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMI2ZOkouSFxwIVSxyQCh3\\_RgVc](https://www.google.com.br/search?q=kale&espv=2&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMI2ZOkouSFxwIVSxyQCh3_RgVc)

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