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Curso de Especialização em Ensino de Inglês – CEI

**Proposals to contemporary approaches in English language teaching
(Unidade Didática para o Ensino de Inglês)**

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Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Data da defesa: 11/08/2017

BELO HORIZONTE

2017

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1. Introduction

Teaching effectively is not a ready-made task or commodity. It comprises research, study, development, commitment. Many beliefs concerning the job are on the way considering that every actively participant citizen in society must have been an attendant to a school, so many assumptions are made. Although, only people who undergo teacher training courses or readings in educational matters can have a real insight on how challenging it is and that includes the duty of preparing didactic materials.

Initially, it seems easy to produce materials for use in the classroom, but it requires a lot of thinking into it, guaranteeing an internal cohesion that guides the objectives of the unit, coherence in each step, attention to meet the needs of most students (or at least attempt to it), promote to language studies a sense of engagement and meaningfulness. Adding to that, contemporary approaches to teaching must be considered in this process, in order not to offer something phased out or old-fashioned.

Some apprehensions pop up during the preparation, under concerns of relevance and consistency of the materials. These thoughts of course come from a novice teacher, who got used to adopting (voluntarily or not) ready-made textbooks made by other authors. As a language enthusiast, this has promoted a sense of affection towards this kind of material, but it generates a problematic relationship with it in case it is not used critically.

This is a final paper for a diploma course attended during the years of 2016 and 2017 as for professional development in a teaching career. Some points have already been addressed during the undergraduate course taken years before, but most of the concepts and premises exposed were then unknown so they shaped new conceptions and principles to be bared in mind while doing the job. This way, there is an attempt to synthesize them here. There are two didactic units for two different textbooks. The first one is a unit planned for elementary students, addressing a suitably simple approach for the theme of travel, having London as a flagship reference for that theme. There was also a correlation to big cities and smaller towns, aiming to allow students to use adjectives to make comparisons and describe places. The second unit is designed for people at elementary level as well, aiming to combine teaching about health and nouns as grammar.

This is a paper that contains two units aimed for purely educational purposes, under absolutely no intentions to be commercialized.

Yuri Wenceslau Fioravante

Unit 1: “One hand in the air for the *big city!*”

Grammar: adjectives, comparatives of superiority

Vocabulary/culture: cities, travel

Can-do: describe places, make comparisons



Come in!

1. Look at the pictures above. What do you see? What are the differences? Talk to a partner and share with the class.
2. Do you like traveling? Where do you like going? Do you prefer small towns or big cities to visit? And for living? Share with the class and compare your answers.



Reading

1. Read a text about London and find words used to make descriptions, such as characteristics.

London at a Glance

Before you visit London, you'll need to know the basics. Here are some useful facts and tips to help you plan your trip.



Capital of Britain

London is the political, economic and cultural capital of Britain. You can visit the Queen's official residence at Buckingham Palace and tour the Houses of Parliament, historic home of the UK government. (...)

Diversity

(...) Around 230 languages are spoken here and you'll find a wealth of different cultures and communities throughout the capital. (...)



River Thames

The river Thames runs through the heart of London, from Richmond in the west, through the central London borough of Westminster, to Greenwich in the east. London river cruises and river buses are a great way to see the city.

Attractions

London's world-class tourist attractions are renowned across the globe. Many of the most famous attractions are free to visit, for example Tate Modern, the National Gallery and the Victoria and Albert Museum.

Restaurants

There are more than 6,000 restaurants in London so you'll never be short of new places to eat. London boasts 65 Michelin-starred restaurants and many celebrity chefs are based here, and there are plenty of good, cheaper options too.



Shopping

According to the Globe Shopper City Index, London is Europe's best shopping destination. Whether you head to the West End, Westfield Stratford City or a quirky London market, there's a huge range of places to buy gifts, fashion and food. (...)

Transport

London's fantastic transport system, with its Tube, red buses and black taxis, will enable you to get around the city quickly and easily. (...)

In: <http://www.visitlondon.com/discover-london/london-highlights/london-at-a-glance#grvOFVPUhkKeAKTf.97>. Accessed on Jan. 25, 2017.

2. Read these four definitions from the *Cambridge Essential Dictionary* and match them with the corresponding word from the text. Remember one of them is not suitable.

- | | |
|--|------------------|
| (a) "in or near the centre of a place or thing"; | (d) "very good". |
| (b) "not the same as someone or something else"; | () different |
| (c) "costing a lot of money"; | () central |
| | () great |

3. Read these sentences below and check if they are true (T) or false (F) finding evidence in the text to compare, correcting them when necessary.

a) () ‘Buckingham Palace is the Queen's official and main royal London home’. (In: <projectbritain.com/london/attractions/buckinghampalace.htm>. Accessed on Jan. 27, 2017);

b) () ‘The Evening Standard found that 270 nationalities with 300 languages lived in London alone’ (In: <libertygb.org.uk/news/does-multiculturalism-benefit-united-kingdom>. Accessed on Jan. 27, 2017);

c) () ‘Why is London's public transport system so poor (...)? It's outdated, dangerous, inefficient (...)’. (In: <https://www.quora.com/Why-is-Londons-public-transport-system-so-poor-compared-to-others-and-why-do-Londoners-accept-this>. Accessed on Jan. 27, 2017).



Grammar

The words for characteristics in the text about London are called ‘**adjectives**’. According to the British Council, ‘We use adjectives to **describe nouns**.’

Most adjectives can be used **in front** of a noun...:



*‘London is the **political, economic and cultural capital** of Britain’.*

*‘You can visit the **Queen's official residence** (...)’.*





*'(...) you'll find a wealth of **different cultures** (...).'*

Adapted from: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/comparative-and-superlative-adjectives>. Accessed on Jan. 25, 2017.

Also, 'We use **comparative adjectives** to describe people and things:

*'(...) there are plenty of good, **cheaper options** [of restaurants in London] too'.*



*'London is now **more dangerous than** Harlem, according to figures released yesterday'.* (In:

<http://www.dailymail.co.uk/news/article-111162/Now-mugging-worse-London-Harlem.html>. Accessed on Jan. 25, 2017).

'more __ than' is added to 'dangerous' and other long adjectives.

Adapted from: <<https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/comparative-and-superlative-adjectives>>. Accessed on Jan. 25, 2017.

Now answer:

1. Complete the table with the words you selected on exercise 1 in the Reading section following the example below:

Adjective	Comparative	Superlative
Cheap	Cheaper (than)	(the) cheapest
Dangerous	More dangerous (than)	(the) most dangerous

2. Do you like your hometown? What are the best tourist attractions? Is it a small town or a big city? How different is it from the opposite? Use these words to make comparisons and share with the class:

larger – hotter – older – nicer - friendlier - uglier - smaller - simpler – bigger - drier – colder
 - cleaner – more expensive – more interesting - more dangerous – more famous – more boring – more exciting - more impressive – more comfortable - better

3. Choose a popular tourist attraction in your country and make comparisons with London based on the information in this unit.



Pronunciation – “-er”: /əɪ/, /ɛɪ/

Use an online or printed dictionary (e.g. <http://dictionary.cambridge.org/us/>) to search the pronunciation of these words ending in “-er”. Can you tell how similar they are to words you learnt in the unit? Is there any difference in American and British pronunciations? Write down their phonetic symbols.

Hunter: _____

Litter: _____

Matter: _____

Water: _____



Listening

1. Look at this list of words and match them with their synonyms from *Theasaurus.com*.

(a) Cosmopolitan	() emblematic
(b) Enchanting	() excitable
(c) Iconic	() fascinating
(d) World-class	() metropoli- tan
(e) Futuristic	() modern
(f) Edgy	() notorious
(g) Famous	() top

2. Now watch a video about London and answer the questions:

- Which places would you like to visit? And which ones you wouldn't? Why (not)?
- Which ones were mentioned before in this unit?



In: <https://www.youtube.com/watch?v=GBhoI83B8tQ>. Accessed on Jan. 27, 2017.

- Now, in groups, make 3 sentences, two of them true and one false, so the other group has to guess which one contains the false information according to the video.



Speaking

1. You and your friend are in London for a 2-week trip. You want to find the best places to go but you don't agree with your friend. Talk to each other to figure out the best places to have fun in the city. Use the information from the video you watched and the map below. After circling on the map the sightseeing routes you heard, decide what to visit first.



In: <https://furnish.co.uk/photos/articles/original/prints/prints-11041.jpg>. Accessed on Jan 26, 2017.



Writing

1. a. Journalist Amy Kessler posted on *Boundless* website a text about the advantages of living in a small town. Read some points from it and share with the class which ones you agree and disagree with:

20 Benefits of Living in a Small Town as a 20-Something

“Shorter commutes and less time stuck in traffic. (...);

Low crime levels create a safe environment for raising a family (...);

Chances are better you know your neighbors — and maybe the entire block. (...);

Small-town hospitality. (...);

More support, less competition. (...);

Quirky traditions (...);

Movies don't always sell out opening night. (...);

Lower cost of living. (...);

Less temptation to spend money. (...);

(...) Small towns are great for community where most people know each other;

It's easy to get involved. (...);

Fewer things to do means freedom to do more. (...);

You can exercise outside the gym.

It's easy to stay informed.

In:<<http://www.boundless.org/blog/20-benefits-of-living-in-a-small-town-as-a-20-something/>>. Accessed on Jan. 27, 2017.

b. After reading it, write a comment on the website exposing your ideas, comparing her opinion and yours. How different are they? Do you still have the same opinion after reading this text?



Self-assessment

Rate from 1 (very badly) -10 (very well) how well you can perform such tasks:

- () I can understand sentences and frequently-used expressions related to cities and travel;

- () I can communicate in simple and routine tasks requiring a simple and direct exchange of information;
- () I can understand clear, slow, standard speech related to travel and cities and can catch the main point in short, clear, simple messages and announcements;
- () I can understand short, simple texts containing high frequency vocabulary and shared international expressions;
- () I can find specific, predictable information in simple everyday material;
- () I can communicate in simple and routine tasks requiring a simple and direct exchange of information;
- () I can handle very short social exchanges;
- () I can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and', 'but' and 'because';
- () I can understand short, simple texts containing the most common words, including some shared international words, those written in common everyday language and those related to their job;
- () I can identify specific information in simple written material;
- () I can construct phrases on familiar topics with sufficient ease to handle short exchanges;
- () I can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

Based on and adapted from: <<http://www.stgiles-international.com/app/webroot/docs/Level-A2-Learner-Outcomes.pdf>>. Accessed on Jan. 27, 2017.

Teacher's guide to Unit 1

Grammar: adjectives, comparatives of superiority

Vocabulary/culture: cities, travel

Can-do: describe places, make comparisons

Come in!

This section works as a warm-up to the unit and is useful to contextualize the grammatical and lexical points to be covered, activating students' prior knowledge and experiences about cities and traveling, facilitating the conduction of the unit.

1. Students look at the pictures provided at the opening page. They contain photos of popular touristic spots in Brazil, picturing São Paulo, Rio, Mariana and Ouro Preto respectively. Ask students pertinent questions concerning them, maximizing possibilities of communication about general differences related to cities' sizes. They may be welcomed to discuss the generalities about small towns and bigger cities but also comment whether they know which cities are portrayed in the page. To sum up, they may say if they have visited those places and similar ones.

2. Students will be invited to discuss their traveling habits, so this may lead to a wider oral production, but it is important for the teacher to keep focused on making comparisons between bigger cities and smaller towns, related to visiting as a tourist but also living as a citizen. Report of personal experiences are essentially welcome here. If the lesson is taught in a large group, students may be split in smaller ones so leaders will present the results from the discussions as a class.

Reading

The reading section brings excerpts of a text about London as a tourist attraction from its official travel guide website, in cohesion with the unit topic.

1. Pre-reading: bring a picture of London and ask if they know where it is from, what they know about and if have visited the city. There is no need to spend much time here, considering that a warm-up speaking activity has just ended.

Give students time to read the text silently first, checking vocabulary. Then, a volunteer may be asked to read a paragraph aloud each. Right after, students pay attention to a box containing three sections to be completed with words from the text, describing people, places and situations. Call attention to the fact that some words may be suitable for more than one situation. This is an introduction for adjectives, but it is not necessary to teach the metalanguage at this point or address it explicitly instead of reflecting on its usage in the text.

Key:

“political, economic, cultural (capital)”; “official (residence)”; “historic (home)”; “free (to visit)”; “National (Gallery)”; “new (places)”; “good, cheaper (options)”; “best (shopping destination)”; “quirky (London market)”; “useful (facts)”, “different (cultures)”; “great (way)”; “world-class [and] tourist (attractions)”; “famous (attractions); “huge (range)”; “fantastic (transport system)”; “red (buses)”; “black (taxis)”.

2. This exercise aims to focus a little further on the vocabulary present in the text, in order to familiarize students since a low level to monolingual dictionaries, matching definitions extracted from a dictionary to the adjectives. Once again, it is not a duty yet to present such words explicitly as “adjectives”. As a tricky task, one of the definitions is not contemplated with an example, so students can brainstorm it as an extension.

Key: (b) – different; (a) – central; (d) – great. Tricky one: (c) – expensive.

Extension: ask students to use these words to describe items they see in the classroom and in their backpacks/pencil cases.

3. Students contrast the information given in the sentences provided to the one given in the text. Some divergent opinions may bring up in this moment, so it may be necessary to mediate some debate pointing out that labeling the statements as true or false will be based on the data given.

Key: a) T; b) T; c) F.

Extension: some comparisons may be made between the information about London and large cities in their home countries, highlighting not only differences but also similarities between them, concerning problems, positive aspects. A quick research may be done to base their debate on.

Grammar

Content: adjectives, comparatives of superiority

This section highlights the use of adjectives and introduces the usage of comparatives of superiority. Examples of these structures will have been used extensively until this point, so it will not be completely unfamiliar to students, although this is the moment when a wider focus will be given, in order to eliminate possible difficulties.

It is not advisable to go through this section before the previous exercises, so the students must read the sentences highlighted and discuss their usage in the examples. As an extension, students may be asked to describe their hometowns or big cities in their regions or places they have visited before, using the same examples provided.

1a. This exercise focuses on the form of comparative adjectives. Teach the vocabulary before the oral production happens. This can be done individually or in groups, whilst one should stand for smaller towns and the other for bigger cities.

As an extension, students may play a mimicking game to focus on the vocabulary acquisition, so a student comes in front of the class representing the meaning of an adjective

(similarly to sign language) and students must guess which word it represents. All students should participate in the mimicking.

1b. This exercise should compare London and a popular tourist attraction in the students' home countries or another global city. In order to avoid prejudices and stereotypes, it is desirable that some reference may be consulted to stimulate research on concrete data.

Pronunciation

This is an introduction to different pronunciations in standard accents in English, focusing first on the American and British variations. It is expected that students will notice primarily the difference in the end of each word but some may be aware of some differences occurred in the middle of them, such as in “hotter”, “older”, “colder”, “comfortable” or “better”.

Listening

1. This exercise brings vocabulary to be taught before the video is playing during the next activity. It contains keywords that will be crucial for the comprehension of the information contained in the video. Ask students if they already know some of the words and teach the ones they don't. Students match words from both columns to make pairs of synonyms.

Key: (a) cosmopolitan – metropolitan; (b) enchanting – fascinating; (c) iconic – emblematic; (d) world-class – top; (e) futuristic – modern; (f) edgy – excitable; (g) famous – notorious.

Extension: students can use these words to describe things in the classroom or in their bags. Also, they may have fun making a collaborative text such as poem, having each student to create a verse, presenting the result as a class.

2. Students watch a video where the words from exercise 1 were taken from. They will need to make notes of the names mentioned because they will need them for the next

exercise. Brainstorm the names mentioned as a spider web on the board. Elicit any answers, but accept only the ones mentioned in the video.

Key: Westminster Abbey, Buckingham Palace, St. Paul's Cathedral, National Gallery, Science Museum, National History Museum, Regent Street, Oxford Street, Hyde Park, West End, Soho.

Speaking

1. In pairs, students plan a 2-week trip to London and choose the places mentioned in the video that they would like to visit. As an extension, ask them why they chose such places.

Writing

1. To wrap up the conversation between large cities and small towns, students read very briefly some points extracted from a text posted on a blog by a journalist exposing her opinion of how better it is to live in a small town. The reading part should not take very long because they have already done some extensive reading before. The focus must be on the second part, in which students create a comment to be posted on the blog as a response to the text. Correct the productions before the comments are finally posted.

Self-assessment

The self-assessment is an opportunity for the students to analyze which of the covered points were learnt and the ones they need help with. Ask them to write their score on a piece of paper anonymously so they don't have to expose themselves, but it works for you to prepare an extra activity if necessary.

'What to do in London' video transcript

Narrator: As fashion-forward as it is timeless, and as cosmopolitan as it is quintessentially British, London is a city of enchanting contradictions. Your Wizz Air Ambassador Violeta and Brad the traveler are ready to guide you through this top destination.

Violeta: Welcome to London! The home of double-decker buses, fish and chips, black cabs and iconic telephone boxes. We simply cannot wait to discover what London has to offer. Let's go!

Narrator: London is a city that seamlessly blends the old and the new, demure Victorian townhouses stand against futuristic skyscrapers, world-class history museums are next to edgy independent art galleries, sprawling flea markets are flanked by designer boutiques. The city is packed with attractions, historic sites and world famous iconic symbols. You can listen to the incredible bells of Westminster Abbey, visit the changing of the guards at Buckingham Palace, or head to St. Paul's Cathedral – the home to many royal weddings. The possibilities for memorable sightseeing are endless.

Violeta: London is a real treat for museum lovers, and the best part is that many of them can be visited for free, including the National Gallery, the Science Museum and the National History Museum.

Narrator: If you are into shopping, then Regent Street and Oxford Street are the places to visit – as they are full of huge mega stores and great boutiques.

Violeta: London is full of huge parks which the locals refer to as the lungs of the city. Hyde Park is one of the biggest and best known. Head to Speakers' Corner, the home of free speech.

Narrator: Along with Broadway in New York, the West End in London is the most famous theatre district in the world. No matter whether you're looking for a musical, a drama or a comedy, you'll surely find that very best selection here. Soho is one of London's most famous areas. It's a close-knit tangle of busy streets with some of London's best cafes, music venues, pubs, shops and nightclubs.

Violeta: Goodbye, Brad!

Unit 2: Health

Grammar: nouns

Vocabulary/culture: health, food

Can-do: talk about (un-)healthy habits, meals



a)



b)



c)



d)

In: https://greatist.com/sites/default/files/styles/article_main/public/Hello%20Fresh.jpg?itok=NAtPAxuB;
[http://img.aws.livestrongcdn.com/ls-article-image-673/cpi.studiod.com/www_livestrong_com/photos.demandstudios.com/getty/article/103/58/467416670_XS.jpg;](http://img.aws.livestrongcdn.com/ls-article-image-673/cpi.studiod.com/www_livestrong_com/photos.demandstudios.com/getty/article/103/58/467416670_XS.jpg) [http://i.dailymail.co.uk/i/pix/2012/08/15/article-2188482-148CB390000005DC-582_468x312.jpg;](http://i.dailymail.co.uk/i/pix/2012/08/15/article-2188482-148CB390000005DC-582_468x312.jpg) http://www.dreamcatchercarriage.com/wp-content/uploads/2017/07/workout_24.jpg



Come in!

1. Look at the pictures. What do you see? Are they usually good or bad for you? Why? What are your habits? Share with the class.



Listening

1. Look at the words below and decide if they are generally healthy or unhealthy.

water – sodium – fat – fruit – vegetable – sugar

Healthy: _____

Unhealthy: _____

2a. Watch a video and listen to the instructions given about healthy eating. Which habits do you have?



In: <<https://www.youtube.com/watch?v=WSWPgFkUUeU>> Retrieved on Jul. 31, 2017.

2b. Listen again and unscramble the steps according to the right sequence from the video:

“Step (___): cook and prepare your own **meals** as often as you can. This will help you avoid eating processed and fast **foods**, which are higher in **sodium** and **fat**. Healthy, low-fat **recipes** and guidance are available in **bookstores** and on the **internet**.”

Step (___): drink plenty of **water** every day. **Water** hydrates the **body** and aids the digestive **system**. And it's **calorie-free**!

Step (___): eat **breakfast** every **day**. **Breakfast** helps to rev up your **metabolism**. Make it a **habit** to eat something within the first **hour** after you wake up.

Step (): Feel the **difference** in your **body** - more **energy** and **stamina** - as well as sharper thinking as you feed your **body** healthy **foods**.

Step (): plan healthy **meals** and make a shopping **list**. Fill your **cart** with lots of fresh **fruits** and **vegetables**, whole-grain **foods** and lean **meats**.

Step (): read nutrition **labels**. Pay **attention** to saturated **fat**, **sodium** and **sugar**. The higher the **numbers**, the unhealthier they are.

Step (): try to eat small **meals** every three to four **hours**. Aim for three small, balanced **meals** and two **snacks**.”



Grammar

1. Pay attention to the words in bold in the previous text. What do they have in common? What are their functions in the sentences?

Definition of NOUN

any member of a class of words that typically can be combined with determiners

b) to serve as the subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun, and refer to an entity, quality, state, action, or concept.

In: <https://www.merriam-webster.com/dictionary/noun>. Retrieved on Jul. 31, 2017.

2a. Look at some types of nouns in English. Fit the examples from the previous text into their corresponding columns. Some may be in more than one column.

Countable	Uncountable	Compound

3. Work in groups. Rewrite some parts from the text you have just read with similar words to the ones in bold. Use a dictionary of synonyms to help you.



Reading

1a. Read a text containing tips about a healthy lifestyle. Look at the possibilities for titles and choose the most suitable one.

Don't overeat - Don't smoke - Drink in moderation - Eat fruits and vegetables - Focus on fitness - Live healthy, live longer - Turn off the TV - Reach out - Stay out of the sun

(1) _____



“Making just a few changes in your lifestyle can help you live longer. A recent study found that four bad behaviors—smoking, drinking too much alcohol, not exercising, and not eating enough fruits and veggies—can hustle you into an early grave, and, in effect, age you by as many as 12 years. (...)

(2) _____

If you want to live to 100, leaving a little bit of food on your plate may be a good idea. Author Dan Buettner, who studies longevity around the world, found that the oldest Japanese people stop eating when they are feeling only about 80% full.(...)



(3) _____



Too much time in front of the boob tube can take a serious toll on your health. In fact, a 2010 study found that people who watched four or more hours a day were 46% more likely to die from any cause than people who watched less than two hours a day.(...)

(4) _____

Avoiding too much sun can head off skin cancer, and it can also keep you looking young by preventing wrinkles, fine lines, and saggy skin.(...)



(5) _____



to depression.

Research shows that you're at greater risk of heart disease without a strong network of friends and family. Loneliness can cause inflammation, and in otherwise healthy people it can be just as dangerous as having high cholesterol or even smoking. Loneliness seems to pose the greatest risk for elderly people, who are also prone

(6) _____

Women who have two or more drinks a day and men who have three or more may run into detrimental effects ranging from weight gain to relationship problems. But in smaller quantities, alcohol can actually be good for you.(...)



(7) _____



Getting fewer than three servings of fruits and vegetables a day can eat away at your health. Nutritional powerhouses filled with fiber and vitamins, fruits and veggies can lower your risk of heart disease by 76% and may even play a role in decreasing your risk of breast cancer.(...)

(8) _____

Daily exercise may be the closest thing we have to a fountain of youth. A 2008 study found that regular high-intensity exercise (such as running) can add up to four years to your life, which isn't surprising given the positive effects working out has on your heart, mind, and metabolism. (...)



(9) _____



Quitting smoking is perhaps the single most important thing you can do for your health—and your life span. A study published in the *American Journal of Public Health* found that women who quit smoking by age 35 add roughly six to eight years to their lives. (...)

Available in: <http://www.health.com/health/gallery/0,,20366671,00.html>

1b. List them (1-10) as the easiest (1) and the most difficult (10) ones for your lifestyle.



Pronunciation - /s/, /z/, /iz/

- The sound of -s in plural nouns may differ. Some sound like /s/ (unvoiced) and others (voiced). Listen to the words from the previous texts and classify them according to their sounds.

Meals – Foods – Recipes – Bookstores – Vegetables – Meats – Labels – Numbers – Hours – Snacks – Fruits – Changes – Behaviors – Veggies – Years – Wrinkles – Lines – Friends – Drinks – Effects – Problems – Quantities – Servings – Powerhouses – vitamins - lives

/s/ _____

/z/ _____



Speaking

- Imagine you are in a meeting with a dietician or a personal trainer for a diet and/or workout planning. Describe your current eating habits, your workout routine and

your fitness goals so you can make plans for a month. Remember to take turns with your partner.

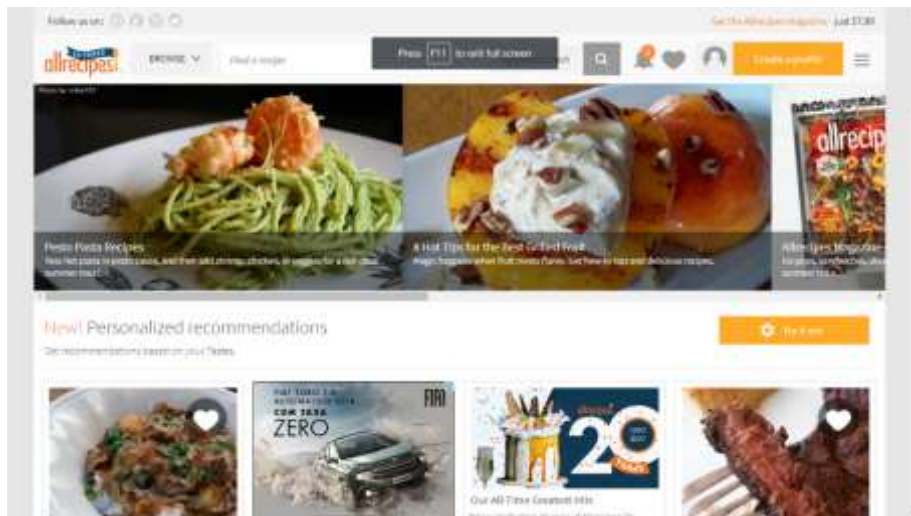
Examples:

Dietician/personal trainer	Patient/fitness trainer
<ul style="list-style-type: none"> • How many days a week do you exercise?; • What kind of food do you usually eat?; • How many meals do you have a day? (...) 	<ul style="list-style-type: none"> • How many meals do I need a day?; • How many days a week do I need to exercise?; • What should I eat in my meals?; • How much water should I drink a day? (...)



Writing

- Work in groups. Create a healthy breakfast recipe to be posted online on allrecipes.com. Use the information you learned in this unit with the guidelines to your dish.



In: <http://allrecipes.com/>.

Example:

Three-grain porridge

By Sophie Godwin

PREP: 5 MINS COOK: 5 MINS

EASY

SERVES 18

This healthy breakfast, made from toasted oatmeal, spelt and barley, is super simple to make and can be kept for up to six months



Ingredients

- 300g oatmeal
- 300g spelt flakes
- 300g barley flakes
- agave nectar and sliced strawberries, to serve (optional)

Method

1. Working in batches, toast the oatmeal, spelt flakes and barley in a large, dry frying pan for 5 mins until golden, then leave to cool and store in an airtight container.
2. When you want to eat it, simply combine 50g of the porridge mixture in a saucepan with 300ml milk or water. Cook for 5 mins, stirring occasionally, then top with a drizzle of honey and strawberries, if you like (optional). *Will keep for 6 months.*

Recipe from Good Food magazine, September 2016

In: <https://www.bbcgoodfood.com/recipes/three-grain-porridge>. Accessed on Sep. 9, 2017.



Self-assessment

Rate from 1 (very badly) -10 (very well) how well you can perform such tasks:

- () I can understand sentences and frequently-used expressions related to cities and travel;
- () I can communicate in simple and routine tasks requiring a simple and direct exchange of information;
- () I can understand clear, slow, standard speech related to travel and cities and can catch the main point in short, clear, simple messages and announcements;
- () I can understand short, simple texts containing high frequency vocabulary and shared international expressions;
- () I can find specific, predictable information in simple everyday material;
- () I can communicate in simple and routine tasks requiring a simple and direct exchange of information;
- () I can handle very short social exchanges;
- () I can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like ‘and’, ‘but’ and ‘because’;
- () I can understand short, simple texts containing the most common words, including some shared international words, those written in common everyday language and those related to their job;
- () I can identify specific information in simple written material;
- () I can construct phrases on familiar topics with sufficient ease to handle short exchanges;
- () I can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

Based on and adapted from: <<http://www.stgiles-international.com/app/webroot/docs/Level-A2-Learner-Outcomes.pdf>>. Accessed on Jan. 27, 2017.

Unit 2 teacher's guide

Level: elementary

Grammar: nouns

Vocabulary/culture: health, food

Can-do: talk about (un-)healthy habits, meals

Come in!

This warm-up section introduces the topics to be addressed in the unit through pictures that contrast stereotypical portraits of more and less healthy lifestyles. Students should describe what they see precisely in the pictures but it is desirable to have them relate briefly to their personal lives, even though it is going to be explored further later in the unit.

Key: Pictures A and D represent healthy habits, while B and C the opposite.

Listening

The listening activity works as a follow-up to the previous activity to consolidate the key vocabulary in the unit.

1. This exercise brings some keywords to the video in the next one. Students activate their prior knowledge or make quick research on the words given deciding if they are generally healthy or otherwise.

Key: healthy: *water – fruit – vegetable*; unhealthy: *sodium – fat – sugar*.

Extension: the teacher can make spider webs on the board asking students to brainstorm other words that relate to those each one in the previous exercise. Students will most likely bring up examples of other nouns, which is the main focus here, but it is not yet appropriate time to use metalanguage or explicit grammatical explanations here.

2a. Students watch a video with instructions about healthy eating and take notes on the instructions. Later, they relate to the ones they are used to and share with the class. At this moment, they should not have access to the script because they will at the second

exercise. They do not have to understand all the words and expressions but need a global understanding because a deeper focus comes next.

Key to the steps: cook and prepare your own meals; plan healthy meals and make a shopping list; read nutrition labels; eat breakfast every day; try to eat small meals every three to four hours; drink plenty of water every day; Feel the difference in your body. NB Students are not expected or supposed to write exactly like this, they need to write down the main ideas and the keywords intelligibly. It is also undesirable to ask them to write full sentences because something similar comes at the next activity.

2b. This exercise focuses on listening skills rather than text comprehension because it brings the steps scrambled, so students need to listen closely and put them in a correct order according to the sequence described. Play the video how many times necessary.

Key: 1 – 6 – 4 – 7 – 2 – 3 – 5.

Grammar

1. This exercise is an invitation for the students to reflect upon the usage of nouns in the texts they have read and listened. They may come up with explanations such as that they label things or situations.

2. The teacher may be welcome to bring some definitions about kinds of nouns on the board, but as meanings from dictionaries.

Key:

countable: **meals, foods, recipes, bookstores, body, system, calorie, day, habit, hour, difference, list, cart, fruits, vegetables, foods, meats, labels, numbers, snacks.**

Uncountable: **sodium, fat, internet, water, breakfast, metabolism, energy, stamina, attention, sugar.**

Compound: **bookstores.**

3. Students use dictionaries for this activity. Answers may vary.

Reading

1. The reading activity focuses on a global understanding of the text, in which students skim the information in the paragraphs and place a suitable title to head each of them.

Key: 1. Live healthy, live longer; 2. Don't overeat; 3. Turn off the TV; 4. Stay out of the sun; 5. Reach out; 6. Drink in moderation; 7. eat fruits and vegetables; 8. Focus on fitness; 9. don't smoke.

1b. Students say which of these are the most difficult for them to apply in their lives. Personal answers may vary.

Pronunciation

1. This section aims to contrast the final sound of /s/ in plural nouns.

Key:

/s/: meats, snacks, fruits, drinks, effects;

/z/: servings, vitamins, lives, friends, foods, meals, bookstores, vegetables, labels, numbers, hours, behaviors, years, wrinkles, lines, problems;

/iz/: quantities, recipes, changes, veggies, powerhouses, changes.

Speaking

This section simulates an authentic situation of an appointment with a health professional regarding diet and fitness. They take turns role playing patients and professionals. They must always be encouraged to bring to classroom real situations they have already been through.

Writing

The final section aims the production of a recipe of a healthy meal, suggesting for breakfast to be posted on a cooking website. Due to the complexity of the task, it may be done in groups.

Self-assessment

The self-assessment is an opportunity for the students to analyze which of the covered points were learnt and the ones they need help with. Ask them to write their score on a piece of paper anonymously so they don't have to expose themselves, but it works for you to prepare an extra activity if necessary.

Appendix: Listening exercise transcript

How to develop healthy eating habits. Good health is just a matter of taking a new approach to eating and making simple changes. You will need cooking facilities, a shopping list, healthy foods, breakfast, healthy snacks, and water. Optional: books and internet access.

Step 1: cook and prepare your own meals as often as you can. This will help you avoid eating processed and fast foods, which are higher in sodium and fat. Healthy, low-fat recipes and guidance are available in bookstores and on the internet.

Step 2: plan healthy meals and make a shopping list. Fill your cart with lots of fresh fruits and vegetables, whole-grain foods and lean meats.

Step 3: read nutrition labels. Pay attention to saturated fat, sodium and sugar. The higher the numbers, the unhealthier they are.

Step 4: eat breakfast every day. Breakfast helps to rev up your metabolism. Make it a habit to eat something within the first hour after you wake up.

Step 5: try to eat small meals every three to four hours. Aim for three small, balanced meals and two snacks.

Step 6: drink plenty of water every day. Water hydrates the body and aids the digestive system. And it's calorie-free!

Step 7: Feel the difference in your body - more energy and stamina - as well as sharper thinking as you feed your body healthy foods.

Did you know? A study found that more than 16 percent of U.S. children and teens are obese.

Rationale

The activities proposed here were guided by the principles taught at the diploma course taken by the student at UFMG in 2016 and 2017. A very important aspect is the attempt to adopt the principles provided by the lens of the communicative approach, which “makes us consider language not only in terms of structures (grammar and vocabulary), but also in terms of the communicative function that it performs” (HAMID, 1990, p. 105). This way, it is not our intention to focus on explicit grammar teaching techniques, translation methods, orality based on repetition and/or drills, stimulate overcorrection or meaningless memorized sentences. Language must be taught significantly, focusing on the content, not on form or on forms (Sheen, 2002, p. 303).

This approach centers on the student’s needs and identities, whilst language cannot be dissociated from culture, dialoguing with the intercultural approach to English language teaching (Corbett, 2003), which combines “casual conversations, written genres, ethnographies, literary studies, media, visual and cultural pedagogies influence ELT theory, practices and assessment”.

Also, there is a link to the inductive approach to teaching grammar, which “help[s] students to rediscover their subconscious knowledge of English grammar and bring it to consciousness” (Ke, 2008, p. 1) attempting to promote language learning most similarly to the way grammar of a mother tongue is acquired, rather than imitating a decontextualized set of examples. Hence, there has always been a preoccupation in using language in a context, such as a written text or a video from authentic sources.

All disciplines taught in the course attended by the student who wrote this paper were quintessential for the development of it, having a theoretical reference for disciplines such as pronunciation that guided the premises to create the pronunciation exercises in the units.

Also, there is a great admiration for the studies in the field of critical literacy, which contributes not only to the linguistic development of the students but also to the professional development of the teachers by a reflective teaching practice.

This paper was labeled as proposals to contemporary approaches because it is a humble reminder that this is an experiment for the student, who is inserted in a context of

many traditional practices despite the efforts made and all the information accessed searching for an innovative pedagogy.

The units begin with a lead-in section dedicated to an introduction so students and teachers will understand what the main topics are about just by reading the title and looking at the pictures contained at the first page. There is also a box containing a list of the grammar and vocabulary focus, and what the students are supposed to be able to perform at the end of the unit. There are some questions that are meant to engage students in a conversation with their groups and teachers, so even if they hadn't been taught content explicitly, this is a suitable moment to learn vocabulary about a familiar topic.

The first unit follows up a reading section, containing a simple text about London, extracted from an official website dedicated to tourism. As the reading is done, they are supposed to focus their attention on the adjectives, which is the main grammar point of the unit, although they are not supposed to learn the metalanguage at this moment yet, as they should collect them known still as "words to describe".

The text is authentic, since it was not created by the textbook author or significantly manipulated, it was only suppressed by suspension points in paragraphs that showed no adjectives in its original form, so it would only show off as a longer excerpt without relevant information for us in this part. There were added some pictures in order to facilitate comprehension of the paragraphs represented.

There is later an attempt, inside the reading section to develop their language awareness, inviting them to use a monolingual dictionary since their early stage of learning, reminding that this is a didactic unit aimed at elementary adult learners. Students are asked to match some adjectives from the text to their definitions from a popular online dictionary, having one extra word that has no answer as a tricky one.

The reading section is finalized by an exercise that provides more authentic examples of sentences extracted from the internet with information about some examples given by the main text to be contrasted with its author's opinions, so students would classify them true if convergent or false if divergent.

As mentioned before, the grammar section is supposed to have an inductive approach, so excerpts from the text will be highlighted and the students are invited to reflect on the structures they are learning about. Only after some reflection, debate and usage of

structures, the students are shown the metalanguage that labels the structures properly. Some other pictures were also included in order to facilitate comprehension of the sentences highlighted. After this is done, a more traditional approach to grammar is allowed, not hurting the principles of inductive teaching if the initial steps are followed properly. The next exercise varies from a table to practice comparative and superlative forms of short and long adjectives and also more communicative ones following.

The pronunciation section aims to focus on the final sound of -er in words, such as in comparative forms of adjectives, but due to the fact that their transcriptions are not usually available in dictionaries, we decided to include words such as nouns so students would find the transcriptions more easily. It is also an attempt to introduce differences in standard British and American variations.

The listening section starts with an exercise aiming to teach the vocabulary present in the audio they will listen next, so some words were set in a box and their synonyms from a thesaurus were set in another one, so students would guess meanings. The chosen words are all adjectives so they match the unit's proposal and are important keywords for comprehension of the audio.

The audio comes from a video about hotspots in London, matching with the initial reading made in the unit. The succeeding section is speaking, which students would need information from the previous activity to discuss in groups what the activity proposes.

Finally, the writing section is making a comment to be posted on a weblog in which the author discusses about the advantages of living in a small town, a topic that had been addressed in the unit's introduction and is useful to contrast with the majority of the topics, considering that a lot has been said about London, a global city. This is an opportunity to exercise multiculturalism, making cross-cultural comparisons.

Last, there is a self-assessment, in which students score how well they can perform each task assigned in the unit.

The procedures adopted in the second unit are pretty much similar, having a lead-in lesson to introduce the topics that are going to be covered, although there is an inversion concerning its organization. The section chosen to succeed the lead-in was now listening, with some exercises warming up to it, teaching the vocabulary needed. Students then

listen to a video giving instructions about healthy eating and are invited to discuss later which ones they have as habits in their daily lives.

The script to the listening is later presented scrambled and has the nouns in bold, so they listen to it more attentively once again in order to put the sentences in the correct order they are said. The nouns are in bold on purpose because they will be used in the next grammar section.

Students debate what those words in bold have in common and they are expected to say that those are labels, so the definition of noun is given. Later, the teacher needs to teach some categories of nouns, such as countable and uncountable, so they will classify them in separate groups in a table. To develop further vocabulary, students need to use a dictionary or thesaurus to complete the next activity, asking them to rewrite the text replacing the nouns for equivalent ones.

The reading section has titles suppressed so students should read the sections first, later labeling the suitable titles, containing more tips on a healthy lifestyle, requiring them to make a list of habits, grading them 1-10 in order of difficulty. Some pictures were added to facilitate comprehension.

Considering the main topic of this unit is focused in nouns, there was the intention to highlight the sound of plural endings in the pronunciation section, asking students to classify the different possible sounds in 3 categories.

To finish the unit and still supporting ourselves in the attempt of bringing language to real-life usage, there is a speaking activity aiming to act like a sports doctor, nutritionist or personal trainer appointment, yet focusing on fitness. There is a box of suggestions but students are encouraged to create and use follow-up questions.

Also, there is a written activity based on a recipe of a healthy meal they would like to post online on a popular cooking website, giving the purpose of a real-life communicative task.

There is a repetition of a self-assessment to be used by the students to guide them through other kinds of assessment that it is desirable for the teachers to use in their courses, since we believe that assessment must be done constantly, in every class and formatively, in which an only example may not be suitable to map students' progress in foreign language learning.

As said before, the activities proposed are an attempt to bring up conceptions aroused by readings during the course this paper is intended to be handed in as a final one, besides the feedback received by professors during our presentations, who gave us ideas to improve them.

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