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Curso de Especialização em Ensino de Inglês – CEI

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YOU AND THE WORLD
(Unidades Didáticas para o Ensino de Inglês)

BELO HORIZONTE
2018

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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.

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INTRODUCTION

This paper is required for the conclusion Curso de Especialização em Ensino de Inglês – CEI.

People study English for many reasons nowadays. Some of them study because they have to and others do because they like it and they want to. In all the years I've been teaching English, the only 'problem' that always stroke me was the use of "artificial materials". They are made specifically for teaching purposes but lack all the real English students really need in order to communicate in the real world. In order to fill this gap on language teaching, teachers are now encouraged to work with real, authentic materials that were not made for teaching purposes. They are videos, newsletters, blog entries, podcasts, and many other that are produced by native speakers of English with the only and main purpose of showing the world something.

Bearing this in mind, ***You and The World*** is an attempt to bring all these authentic materials to students, so they can have a more realistic practice of the language as well as the practice of the four skills needed: *Speaking, Listening, Reading and Writing*. It consists in the development of two independent units that were designed and divided so students can interact in English throughout real life simulations. Both units were developed to be as Inductive as possible, giving Students power over what they are learning, putting the teacher as guide. It brings relevant topics that will increase not only the knowledge of language, but also critical thinking.

The first Unit is called "**The Olympics**" and was designed for teens and young adults (from the age range of 14 to 25), who study at language institutes, and are at intermediate level (Level B1 according to the Common European Framework of Reference - CEFR). It addresses topics on the Olympic games that are not usually studied, like the Ancient Games and the role of women in them and nowadays. The grammar topic focus on the review of Past Simple tense and the introduction of Present Perfect Simple Tense. For vocabulary it brings the common words of the Olympics. On pronunciation, students are challenged to recognize the three different sounds of regular verbs in the Past (-ed). Besides that, it has a process writing in the format of portfolio.

The second Unit is called "**We Are What We Eat**" and was designed for teens and young adults (from the age range of 14 to 25), who study at language institutes, and are at upper- intermediate level (Level B1+ and B2 according to the Common European Framework of Reference - CEFR). It addresses food around the world, and

food waste affecting climate change. The grammar topic focuses on the review of Relative Clauses Pronouns and the introduction of Defining and Non-defining Relative Clauses. For vocabulary it brings words related to food they be in contact throughout the Unit. On pronunciation, students are challenged to the differences of long and short i (/ i: / / ɪ /).

Each Unit is followed by a Teacher's Guide that brings the answer for all activities, as well as suggestions of games and websites that can be used in class. It also contains an Appendix section in which teachers will find all extra material needed to complete some of the tasks proposed.

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The Olympics



1. THE OLYMPIC GAMES

A. Look at the picture and at what the Olympic Committee say about the Olympics and discuss the questions in a group.



FIGURE 1: OLYMPIC RINGS

The Olympics brought peace to ancient Greece and gathered athletes as well artists, musicians, actors and great thinkers to prove their talents. Many events were held, but races of any kind were most revered and the rules were strictly adhered to. Great athletes were honoured by their cities and the victors were given laurel wreaths as a symbol of their success.

✚ Do you know what this symbol mean?

✚ What do know about The Olympics?

✚ Do you know the history behind The Olympics?

B. Here are some words related to the Olympics. Match them to their meaning.

- | | |
|----------------|--|
| 1. Torch | () a gold, silver, or bronze award given to a winner |
| 2. Host | () an athletic contest consisting of ten different events |
| 3. Equestrian | () relating to horseback riding |
| 4. Decathlon | () the country that holds the Games |
| 5. Participant | () a person who takes part in or is skilled at some game |
| 6. Medal | () a large flame on a stick |



- Go online and look for more information on the Olympic symbols and their meaning.
- Share your finding with your peers.

- ✚ Your teacher will give you one symbol to be researched.
- ✚ You should speak to a peer and share the information you gathered.

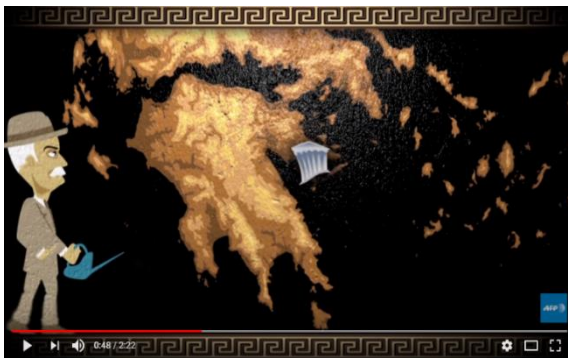


.1 ANCIENT HISTORY



- ✚ Do you know where the Olympics started?
- ✚ What kind of sports competition they had?
- ✚ Do think they were the same we have nowadays?
- ✚ Can you imagine why the Greek people started the Olympic Games?

Watch a more detailed video about the history of The Olympics form the AFP News Agency YouTube channel. You will watch from minute 0:02 to minute 1:08.



Olympic Games history

FIGURE 2: OLYMPIC GAMES HISTORY

- A. According to what you watched from minute 0:02 to minute 1:08, choose the option that best completes the sentences.
- B. Complete the gaps with the verb that is missing according to what you listened in the video.
- a) Dedicated to Zeus, they ...took..... place in the Peloponnese every four years.
 - b) Sports ...included..... running, fighting, equestrian competition, and pentathlon.
 - c) The emperor Theodosius The First finallyabolished..... the games in 393 AD.
 - d) The modern Olympic games ...were..... born in Athens.
- C. After watching the video make a list of the information you already knew and the information that are new for you. Talk to your classmates and share you list with the whole class.

THINGS I ALREADY KNEW:

THINGS THAT ARE NEW:

D. The sentences below were taken from the video. Focus on the highlighted verbs.

- Dedicated to Greek god Zeus, they **took** place on the planes of Olympia
- The Ancient Games **fell** into decline when Rome **conquered** Greece in 146 BC

1. Choose the best option to complete the items.

- a. The events are
 - Finished
 - Not Finished
- b. In the events time is
 - Important
 - Not important

2. Now, answer True or False and correct the false one.

- a. Some actions can have words that show when the action happened. ()
- b. Some of them talk about facts and habits in the present. ()
- c. In these events, time is not important. ()

E. Look at some excerpts from the video. Complete them with the verbs from the box while you listen to the second part of the video.

TAKE BE REACH BE NOT INVADE

- a) "The 1936 Berlin Olympics the first to be televised to a limited audience and place under Adolf Hitler's Nazi regime."
- b) "It until Rome 1960 that the Olympics were broadcast live across Europe, and Tokyo 1964 that they a worldwide audience."
- c) "During the 1972 games in Munich Palestinian militants the Olympic village, killing 11 Israeli athletes and coaches as well as a west German police officer."

F. The video presents various facts about the Olympic History. Make a list with the ones you thought to be more interesting and/or the ones you didn't know.

- a) _____
- b) _____
- c) _____
- d) _____

- G. Take a look at the sports description that follows. Fill in the blanks with the correct form of the verbs in the box and answer some question about them. Some verbs can be used more than once.


BE - RIDE - RECEIVE

ADMIT - BE -HAVE FIGHT

Riding


The course 6 laps around the track (4.5 miles), and there separate races for full-grown horses and foals. Jockeys without stirrups.

Only wealthy people could afford to pay for the training, equipment, and feed of both the driver (or jockey) and the horses. As a result, the owner the olive wreath of victory instead of the driver or jockey.



Tampa 86.35
Shoulder: chariot race
Photograph by Maria Daniels, courtesy of the Tampa Museum of Art

Boxing



Mississippi 1977.3.68
Side B: boxers
Photograph by Maria Daniels, courtesy of the University Museums, University of Mississippi

Ancient boxing fewer rules than the modern sport. Boxers without rounds until one man was knocked out, or he had been beaten. Unlike the modern sport, there no rule against hitting an opponent when he down.

There no weight classes within the mens' and boys' divisions; opponents for a match were chosen randomly.

- a) How many laps were there around the riding track?
 - b) Did poor people participate on the riding? Why?
 - c) What did the owner of the horses receive if they won the race?
 - d) Which rules were used in Ancient Boxing?
 - e) Did they divide the fighters in classes?
- H. Discuss with your peers:
- a) Which sport was the riskier?
 - b) If you could change the rules of the sports, which ones would you change?

1.2 THE OLYMPICS YOU HAVE NEVER SEEN



The Olympic torch is one of the Olympic Games symbol and tradition.

🚩 Have you ever heard of any Olympic Tradition?

A. The text below was written during the [Beijing Olympics](#) in 2008. Read it and answer the questions below.

Atlas Encyclopedia Dictionary Thesaurus Day in History Videos Search

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Home



Olympic Traditions



The Olympics draws on traditions of war, religion, economy

by David Johnson

Sports, contests, and physical competition are as old as humanity itself. Sports have been derived from war, religious ceremony, economic activity, and for just plain fun.

If you think the Olympics have changed over the years, take a look at these ancient sport facts.

The Ancient Olympics Were Commercial

Many modern critics contend the Olympics are too commercial. Apparently little has changed. Cheating and bribery were so common at the ancient games that statutes warning against dishonesty were set up along the road to the stadium. Successful athletes were celebrities. Medals and poems were commissioned to celebrate winners. Towns erected statues in honor of their local champions. Around 200 A.D., the leading citizens of Syracuse bribed an Olympic victor, Dikon, into saying he came from Syracuse, when in fact he came from Caulonia.

In 490 B.C. the Persian army attacked the Athenians at the [Greek](#) village of Marathon. Pheidippides ran to ask [Sparta](#) for help. While Sparta refused, the Athenians won anyway. Pheidippides then ran to Athens to proclaim the victory. After running 150 miles in two days, he collapsed and died. While the Battle of Marathon has become a historical footnote, Pheidippides' achievement survives as the [marathon](#).

Olympic Truce

Dedicated to the God [Zeus](#), the [ancient Olympic games](#) were so highly political that they were routinely interrupted by war. The city-state of Elis arranged what came to be known as the Olympic Truce—a general ceasefire. Athletes, spectators, and officials could safely attend. Elis did not always honor its own truce however. In 364 B.C. the neighboring town of Pisa was running the games and the outraged Elis attacked Pisa during the games, setting off a full-scale battle involving thousands of soldiers and lasting all day. Elis eventually regained control of the Olympics, but never accepted the legitimacy of the games conducted by Pisa.

Women's Games

Women were not only forbidden to compete in the Olympics, they were not allowed to watch. They had their own games, dedicated to [Hera](#), the wife of Zeus. Unmarried women were allowed to enter a variety of contests. Like the men, winners received gifts, special privileges, and olive crowns.

Related Links

- [Olympics Overview](#)
- [Birth of the Modern Olympics](#)
- [Encyclopedia: Ancient Olympics](#)
- [Memorable Olympic Moments](#)
- [Beijing: 2008 Summer Olympics](#)

A. According to what you read on the webpage answer True or False.

Correct the False ones.

- a. The Olympics hasn't changed over the years. ()
- b. They were made just for fun and entertainment. ()
- c. For many critics the Olympics were too commercial. ()
- d. The Marathon event has received its name because of Pheidippides' achievement ()
- e. Many sports haven't been derived from wars. ()
- f. The town of Pisa arranged the so called Olympic Truce. ()
- g. Women were forbidden to compete and to watch the games. ()

B. Which Olympic tradition have you never heard of? Which ones were more interesting to you?



Think think think

C. Look at the excerpts taken from the text.

If you think the Olympics have changed over the years, take a look at these ancient sport facts.

While the Battle of Marathon has become a historical footnote, Pheidippides' achievement survives as the marathon.

1- Choose the best option to complete the items.

a. The events are:

- Finished
- Unfinished

b. The events time is:

- Important
- Not Important

2- Now, answer True or False and correct the false one.

- a. Some actions show an event that started and finished in the past.
- b. Some show a situation that started in the past and has a result in the present.
- c. The actions in these events picture time as not important.

C. The sentences below were adapted from the [Wikipedia](#) page about the Olympic Games ceremony. Complete it with the correct form of the verbs in the box.

EVOLVE(2X) RECEIVE REMAIN BE INCORPORATE

a. During the [2004 Games](#), the medal winners a crown of olive branches, which a direct reference to the Ancient Games.

b. The ceremonies over the centuries. Ancient Games ceremonies to mark the beginning and ending of each successive game.

c. While the presentation of the Games with improvements in technology and the desire of the host nations to showcase their own artistic expression, the basic events of each ceremony unchanged.

D. Take a look at these headlines from online newsletters and complete the gaps with the verbs from the box



BE - NOT/SOLVE - HOST - BE HOST

SPORTS • OLYMPICS 2018

How Many Winter Olympics There Ever ?

1

Sections

The Washington Post
Democracy Dies in Darkness

Monkey Cage • Analysis

Five reasons the Olympics the North Korea problem

2

SOCIETY

Which Countries The Olympic Games?

The Summer Olympics and the Winter Olympics by a number of different countries.

3

E. Now complete the small parts of the articles and match them to their headlines.

HAVE BEEN HELD - HAVE APPEARED - HAVE COMPETED – HAVE BEEN CANCELED

Both during the run-up to the PyeongChang Olympics and during the Winter Games, the tensions over North Korea's nuclear weapons to relax significantly. Reports that Vice President Pence's bellicose rhetoric derailed diplomacy with the North, however, reveal a harsher reality. After the Olympics are over, the temperature between Washington and Pyongyang will almost certainly spike again. Here are five reasons.

A

The Olympics is one of the leading international sporting events featuring both winter and summer games. The Olympic Games attract athletes from over 200 countries around the world who take part in different sporting activities. The Olympics are held every four years with the summer and the winter games taking place two years apart. Since the inception of the Olympic Games, 23 cities have played host to the Summer Games while Winter Games in 19 cities. In addition, five Olympic Games due to war.

B

By **SAMANTHA COONEY** February 9, 2018

The 2018 Winter Olympic Games began in PyeongChang, South Korea on Friday with **the Opening Ceremonies**, marking the 23rd time athletes in the cold-weather Olympic Games.

C

F. Choose the option that suits best.

Haven't/ Hasn't are used to

- a. Say that something hasn't been done in a particular case.
- b. Say that something wasn't supposed to be done.

Never is also used in the negative format. The difference is that it is used in positive sentences. It is used to emphasize that you have no experience with the action done.

G. Now, it's your turn! Complete the sentences below with your own ideas. Share your ideas with your peers and compare them.

- a. The Olympic Ceremony has/hasn't/has never
- b. The Olympics have/haven't/ have never
- c. Some countries have/haven't/have never

- d. I have/haven't/have never.....
- e. The games have/ haven't/ have never.....
- f. My friend has/hasn't/has never.....

H. At home look for more information about the differences between the Ancient and the Modern Games.

Make a list with their differences.

ANCIENT GAMES	MODERN GAMES



1.3 THE OLYMPIC SPORTS

Now it's your turn!

- + Your teacher will provide you with some small extracts of other Ancient Olympic Sports.
- + You will have time to go online and research more about the sport you will present.
- + You should also answer a few questions:
 - o How was the sport presented in Ancient Greece?
 - o Has it changed with time? What has changed?
 - o Did the winner receive some prize? What was it?
 - o Have you ever tried this sport or any other Olympic sport?
- + The ideas will be shared in a roundtable, in which the whole class will take part.
- + Roundtables are a collaborative work. Remember to ask questions to your peers.
- + Find out more about roundtables below.

What is a Roundtable?

According the website [aseees](#) , "Roundtables entail structured discussion of a topic/theme, without the presentation of papers."

- A. Having in mind the meaning of a roundtable, tick the items that best describe what you should do during the discussion.
- () Participants must bring written information.
 - () Roundtables must have a goal and a clear objective
 - () There is no interaction among participants and moderator
 - () roundtables must have a theme to be worked on.
 - () There is a moderator and there are at least 3 participants.
 - () There should not have any questions.

NOTES	This space is for you to write down your ideas and questions before and during the Roundtable.

PRONUNCIATION: Sounds of -ed past verbs

- ✚ Simple Past regular verbs in English have three ending sounds.
- ✚ Look at these symbols / id /, / d /, / t /. They represent the three sounds of the past verbs with -ed.
- ✚ Look at these verbs and match one symbol to each one of them.

- Derailed / / • Competed / / • Finished / /

B. Observing the three verbs from the box, tick the sentences that are true for the pronunciation of the -ed ending.

- () / id / sound happens after verbs that end in -t or -d sounds;
- () / t / sound happens after verbs that end -p, -k, -f, -sh, -ch, -gh, -ss, -c and -x sounds;
- () All verbs ending with voiceless sounds use / d / for the sound of -ed
- () All verbs ending with voiced sounds use / t / for the sound of -ed
- () / d / sound happens after verbs that end in -b, -g, -l, -n, -m -v, -r, -s and -z sounds;
- () All verbs that end in a vowel sound use / d/ for sound of -ed

C. Your teacher will dictate a list of words. You should listen to them and write them down on the correct column.

/ id /	/ t /	/ d /

D. You will play a game called Tic Tac Toe of verbs.

- ❖ Your teacher will provide you with the information and rules necessary to play.
- ❖ The class will be divided into two groups.
- ❖ You will use this table to play

A	B	C
D	E	F
G	H	I



1.4 DID YOU KNOW?

Now that you know a lot about the Olympic History discuss the following:

- ✚ Do you know how the Olympics work?
- ✚ How are the Committees able to prepare the countries to hold the Games?
- ✚ Who are the people behind the Olympics?
- ✚ Where do the Committee get the money to make the Olympics come true?

Watch “Beginner’s Guide to the Olympics”, made by the Olympic™ Committee, to know more about the games and answer the questions that are set in the video:

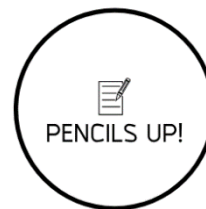


Beginner's Guide to the Olympics

FIGURE4:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=RHVPQNvKLPm](https://www.youtube.com/watch?v=RHVPQNvKLPm)

- ✚ What’s behind the games?
- ✚ Where does the money come from?
- ✚ Who does what?
- ✚ What goes on in between the games?



- A. Now, take a look at the comment section of this video and discuss with the whole group the following questions. Then, write a reply for one of the comments, and add your comment about the topic.
- a. Do you agree with them?
 - b. What do you think of the Olympics after watching the video?
 - c. What is opinion about the Olympics?

REMEMBER:

Comments are used to express your opinion on a topic previously seen. They are usually short. They use informal language.



trackrun200 4 years ago

I love the Olympic games they have inspired me beyond belief last year I didn't really do any sport then the Olympics arrive in my home country and one year on I now train 3 nights a week at my local athletics track becoming the best I can be so I feel that the moneys worth it

REPLY 2



Lee Junewoo 4 years ago (edited)

The only 8 countries hosted or will host both summer & winter olympic games in more than 200 countries all over the world - the US, France, Japan, German, Italy, Canada, Russia and South Korea. IOC should give a chance to host olympic games to more diverse countries. Anyway, this is a very good video to understand OLYMPICS.

REPLY 1

Hide replies ^



TheJoHeWe 4 years ago

Well, there is a problem you miss. There have only been 55 Olympiads. Most countries weren't that developed until '60, '80, '20 So it is quite obvious that the Olympic Committee has chosen some countries a few times and some countries not. Just because those countries can't organize the Olympic Games.

REPLY

B. Write a reply for one of the comments.

Add a public reply...

CANCEL REPLY

C. Now, write your opinion about the Olympic Games on the comment section of the video.




Your comments will be part of a portfolio.

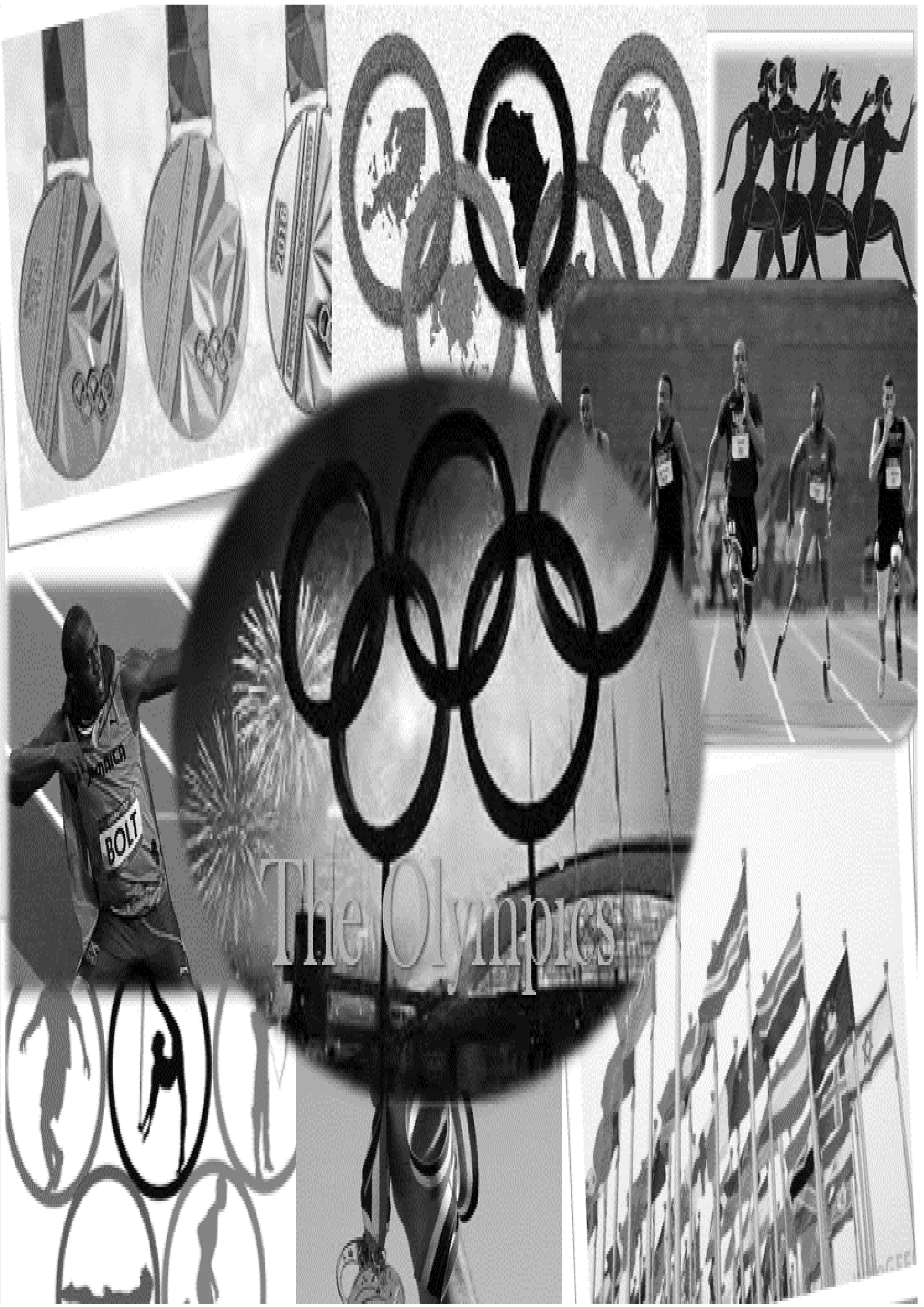


The writing process will happen as follow:

- First draft: written in class with peer editing.
- Second draft: rewritten at home and edited by your teacher.
- Third draft: final version of the comment. Written at home.



REPLY



The Olympics

UNIT: THE OLYMPICS

Unit Contents

Theme & Vocabulary:

The theme of this unit is The Olympics. Students will have the chance to read and watch various videos about the beginning of the Olympics, its history, and how it works nowadays.

Grammar:

Students will review what they already know on Simple Past and learn about Present Perfect, focusing on the use of each of them.

Writing:

Students will write replies and comments on YouTube videos.

Unit Goals

- Learn more about the Olympics
- Develop critical thinking on the role of women during the Olympics
- Simple Past tense
- Present Perfect tense
- Write comments on videos

- Present the topic of the unit with the students;
- Allow them to look at the pictures on the unit cover;
- Allow students to brainstorm what they already know about the Olympics.

1- THE OLYMPIC GAMES

Warm-up activity

A.

- Ask students look at the picture and at excerpt taken from the Olympic Committee and brainstorm what they know about the Olympic Games.
- Tell students you will discuss the three following questions together, the whole class in the

B.

- Tell students they will match the vocabulary to their meaning.

Answers: 6,4,3,2,5,1



- Go online and look for more information on the Olympic symbols and their meaning.
- Share your finding with your peers.

- Your teacher will give you one symbol to be researched.
- You should speak to a peer and share the information you gathered.

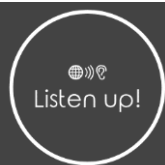
- Tell students they will make a research about the Olympic symbols and their meaning;
- Tell them you will provide them with the symbol each one should look for (It is your choice. Feel free to choose any symbol that you may find suitable)
- Tell students they must share their finding with their peers.

Note: If your school doesn't provide internet access to students, allow them to do this research at home, as a homework.

FIGURE 1: OLYMPIC RINGS (<https://www.dragoart.com/tuts/19219/1/1/how-to-draw-the-olympic-rings.htm#.WowkqJJKjIU>) According to the Wikipedia, it was designed in 1912 and intends to represent the five regions that participate on the games: Africa, Asia, Americas, Oceania and Europe.

1.1- ANCIENT HISTORY

Warm-up activity



This section is dedicated to the practice of listening. The focus on this section is to achieve grammar through listening.

- ❖ Discuss with students the question at the beginning of the Unit.
- ❖ They should express their opinion on the topic
- ❖ Tell them you will watch a video that explains how the Olympics began (Quickly, gist with them what think they will see on the video);
- ❖ Pass the video for first time, so students can try to write down anything they think is important

A.

- ❖ Tell students they will watch the video again, but this time it is only going to be from minute 0:02 to minute 1:08.
- ❖ Tell them they will have to answer some question about the part they listened

Answers:

- 1- A
- 2- A
- 3- B

B.

- ❖ Give students some time (5 minutes) to try to complete the gaps with the verbs in the past.
 - This can be rather challenging, as they have just listened 2 times, but it is good to work with their memories and attention.
- ❖ Tell them they will hear the passage again and this time they should complete the gaps with the missing verbs.

Answers:

- a. TOOK
- b. INCLUDED
- c. ABOLISHED
- d. WERE

C.

- ❖ Allow students some time to make a list comparing what they already knew about the Olympics and the new information from the video.
- ❖ Ask students to share their lists with each other.



Think think think

This section is dedicated to Grammar explanation and practice

D.

- ❖ Allow students to read question 1 and discuss with a pair what they think the best options are.
- ❖ Correct question 1.
- ❖ Give students 5 minutes to go through question 2 and answer True and False and correct the false ones.
- ❖ Correct question 2

Answers:

- 1- a) FINISHED
- 1- b) IMPORTANT
- 2- a) TRUE
- b) FALSE (The sentences express actions and habits in the PAST)
- c) FALSE (Time IS important in the events)

E.

- ❖ In this question students will hear the second part of the video and complete the gaps with the missing verbs
- ❖ Allow students to read the sentences before the listening
- ❖ Check

Answers:

- WERE/ TOOK
- WASN'T/ REACHED
- INVADED

F.

- ❖ Give some time to students so they can make a list with the facts they thought to be more interesting.
- ❖ Allow students to exchange their thought with each other.

F. Interpretation questions

- 6 laps
- No, because they had to pay for training, equipment, and feed the driver and the horses.
- He received the olive wreath of victory
- There were no rules
- there were no weight division

G.

- ❖ Allow students some time to read both questions set.
- ❖ Give them some time to talk to each other and give their opinion
- ❖ Tell them they are going to share their thought with the group/class

H. Follow up Activity

In this activity students will learn more about the ancient Olympic sport

- ❖ Explain that they should complete each text with the words from the boxes.
- ❖ Give students some time to complete the task.
- ❖ Correct the task

Answers:**RIDING**

Was
Were
Rode
Received

BOXING

Had
Fought
Admitted
Was
Was
Were

1.2 THE OLYMPICS YOU HAVE NEVER SEEN**Warn-up Activity**

- ❖ Start this section with a conversation about traditions.
- ❖ Tell students that in the Olympic games there are lots of traditions.
- ❖ Ask Sts if they know any Olympic tradition. If they do, allow them to tell the class what s/he knows.



Know More!!

This section is dedicated to reading activities, text interpretation and questions

A.

- ❖ Tell student they will read a blog entry made during the Olympics of 2008.
- ❖ They should read it and answer True or False to the statements that follow.
- ❖ All false statements must be corrected.

Answers:

- False. Now, women can not only watch but also participate on the games.
- False. They are derived from politics, religion and economy
- True
- True
- False. Most of the sports have been derived from the wars
- False. The City-state of Elis was responsible for the truce
- True

B.

- ❖ Give some time to students to think on the facts they just read.
- ❖ Allow them to write down all the new information they got
- ❖ Tell students to share their thought with a peer

NOTE

- The women's role in the Olympics can be considered a delicate topic to deal with, especially because of the Feminist movement of nowadays.
- You can explore the topic further with a cautious and sensitive approach.
- If you think this topic will be overwhelming for your class, skip this topic of conversation



Think think think

This section is dedicated to Grammar explanation and practice

C.

- ❖ Give students some time to read the excerpts and answer question 1.
- ❖ Allow them to go through question 2 and answer True or false

Answers:

- 1- a. UNFINISHED
- 1- b. NOT IMPORTANT

- 2- a. FALSE (The actions may have started in the past, but we don't know if it's finished)
- b. TRUE
- c. TRUE

- 3- a. RECEIVED/ WERE
- b. EVOLVED/ INCORPORATED
- c. EVOLVED/ REMAINED

Notes

You and the World

This section is dedicated to practice the Language target of the Unit (Being Grammar topic or vocabulary)

D.

- ❖ Give students some time to read the headlines taken from newspapers.
- ❖ Allow them to complete the gaps with the missing verbs
- ❖ Ask Sts to compare their answers with a peer

Answers:

- 1- HAVE there ever BEEN
- 2- HAVEN'T SOLVED
- 3- HAVE HOSTED/ HAVE BEEN HOSTED

E.

- ❖ Give students some time to read the introductions of the news from activity D.
- ❖ Allow them to complete the gaps with the missing verbs.
- ❖ Students should then match the introduction paragraphs to the headlines on activity D.

Answers:

- A. HAVE APPEARED
- B. HAVE BEEN HELD
- C. COMPETED

Headlines

- 1- C 2- A 3- B

G.

This is a freer activity that has as an objective the life knowledge students have.

- ❖ Tell students they will complete some sentences so they are true for them
- ❖ They should later share their ideas with the class.

H.

This activity should be used as a homework follow up activity

- ❖ Tell Sts they will make a list comparing the differences between the Ancient games and the Modern games.
- ❖ They should share it with a peer.

F.

To answer this activity students will use Activities D and E as support. Make it very clear to them

- ❖ Allow Sts to read the sentences and in pairs decide which one is correct.

Answers:

a.

1.3 THE OLYMPIC SPORTS



This section is dedicated to practice Speaking at a meaningful and real way.

The Speaking Activity for this Unit is a Roundtable.

- ❖ Allow Sts to do the ticking activity proposed.
- ❖ Check with them the things that must be done in a roundtable.
- ❖ If there is any doubt on a roundtable is, explain to Students

Answers:

- A. () Participants must bring written information.
 - ✓ Roundtables must have a goal and a clear objective
- () There is no interaction among participants and moderator
 - ✓ roundtables must have a theme to be worked on.
 - ✓ There is a moderator and there are at least 3 participants.
- () There should not have any questions.

What is a Roundtable?

According to Association for Slavic, East European and Eurasian Studies(aseees) "Roundtables entail structured discussion of a topic/theme, without the presentation of papers. Proposals for roundtables should be submitted only when the topic clearly justifies this format. **Roundtables must have: a Chair; and minimum of 3 to maximum of 5 roundtable speakers.** Being a roundtable speaker does not count as a "paper" presentation. While one role per participant is strongly preferred, the chair may serve also as a roundtable speaker, if necessary, but in such a situation, there must be at least 4 roundtable speakers."

The Speaking Activity for this Unit is a Roundtable.

- ❖ Tell students you will give them a piece of information on an Ancient Olympic Sport
 - Find them attached on the **Appendix A**
- ❖ At home they should go online and do a research on said sport
- ❖ This research must be completed having in mind the question set on the activity
 - How was the sport presented in Ancient Greece?
 - Has it changed with time? What has changed?
 - Did the winner receive some prize? What was it?



This section is dedicated to practice of Pronunciation. Check http://cambridgeenglishonline.com/interactive_phonemic_chart/ for the phonemic chart

If students don't know the rules of the pronunciation of -ed, explain it to them.

You can teach them about voiced and voiceless sounds. After that you can give them a list of sounds so they can have it with them.

The web site <http://www.grammar.cl/english/pronunciation-ed.htm> provides a good table on this subject.

PRONUNCIATION: Sounds of -ed past verbs

- ✚ Simple Past regular verbs in English have three ending sounds.
- ✚ Look at these symbols / id /, / d /, / t /. They represent the three sounds of the past verbs with -ed.
- ✚ Look at these verbs and match one symbol to each one of them.

- Derailed / **d** /
- Competed / **id** /
- Finished / **t** /

B.

- ❖ Give students some time to read the sentences and tick the ones they think are correct.

Answers:

- | | |
|----------|----------|
| 1. (x) | 4. () |
| 2. (x) | 5. (x) |
| 3. () | 6. () |


A.

- ❖ Tell students they will hear to some verbs in the past;
- ❖ They should put them on the table under the correct phonemic representation

Note:

- Feel free to choose any regular verb from the past;
- If possible, use The Cambridge Dictionary on the dictation of words. (<https://dictionary.cambridge.org/us/>)

C.

- ❖ Tell students you are going to play Tic Tac Toe with verbs;
- ❖ They will be separated in two groups. One group will be the cross  and the other the naught;
- ❖ Students will use the table provided on book to play;
- ❖ Each group has the chance to choose a letter. For each letter there is a verb in the infinitive;
- ❖ The group must put the verb given in the past and identify which sound of -ed is on that word;
- ❖ The group that is able to place three of their marks on the horizontal, vertical or diagonal, wins the game.



1.4 DID YOU KNOW?

This section is dedicated to the practice of listening skills. Mainly listening for gist and essential information.

Warm-up Activity

- ❖ Use the questions set at the beginning of the section to star the class;
- ❖ Brainstorm with students what they already know about the Olympics (A good thing to do is write on the board everything they say, forming a web chart.)
- ❖ Tell Sts they will watch a video made by the Olympic Committee About how the Olympic Games work.
- ❖ Ask sts what they think will appear on the video.
- ❖ Pass the video for the first time. Sts should write down any topic they find interesting;
- ❖ Give them some time to read the questions set by the video.
- ❖ Pass the video a second time, this time sts should be able to answer the questions as requested

Answers:

- **What's behind the games?**

Sts' own answer.

- **Where does the money come from?**

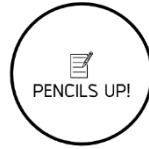
A large part comes from the broadcast rights, some of the world's leading companies, besides that there is the International Olympic Committee

- **Who does what?**

Each sport has an International Federation that runs the sport all year round (referees, rules and records); there are the National Olympic Committees (Select the best athletes); there Organizing Committee in the city that brings the games together (Stadiums, shelter and transport to the athletes)

- **What goes on in between the games?**

The money that is left goes back into sports in order to develop them. The is used to grand scholarships, support the national Olympic Committee and local sports groups



This section is dedicated to the practice of writing skills. For this lesson it's writing comments on YouTube videos. The writing will be recorded as a portfolio.

- ❖ Tell sts they will make a portfolio with three versions of the writing.
- ❖ Explain that it will be a process of writing and editing.

D.

- ❖ Give sts time to read the comments from the video they just watched.
- ❖ Tell students you will discuss the three following questions together, the whole class in the discussion;

C.

- ❖ Ask students to write a reply for one of the comments they read.
- ❖ The reply should be related to sts opinion on the topic

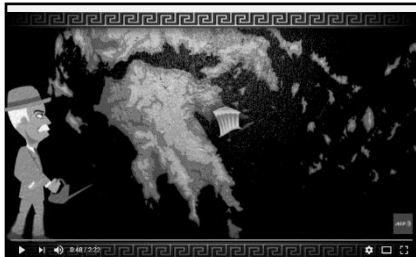
B.

- ❖ Remind sts of the characteristics of comments;
- ❖ Tell students they will write a first draft of their comment in class and it will be corrected by a peer;
- ❖ The second draft will be written at home and corrected by the teacher;
- ❖ The third and last version will be written at home;
- ❖ The templates to be used on the portfolio are attached on **Appendix B.**
- ❖ You will hand out 1 sheet of paper with three templates on it.

Transcripts

The transcriptions of all videos used in this lesson are to be found bellow, with the referent links to each of them.

1.1 ANCIENT HISTORY



Olympic Games history

Accessed at: <https://youtu.be/jzNhrWMfAug>

From 0:02 – 1:08
(Activities A to C)

The origins of the Olympic Games date back to at least the 8th century BC. Dedicated to Greek god Zeus, they took place on the planes of Olympia in the Peloponnese every four years. Sports included running, wrestling, boxing, a primitive form of martial art known as pankration, equestrian competition, and pentathlon.

The Ancient Olympic games fell into decline when Rome conquered Greece in 146 BC, and we finally abolished in 393 AD by emperor Theodosius The First. The sight of the games, Olympian, sank into oblivion, ravaged by earthquakes and floods. Wasn't until 50 hundred years later that the modern Olympic games were born in Athens in 1896, featuring 280 participants from 30 nations.

The games slowly grew under the guidance of Pierre de Coubertin, who founded the International Olympic Committee in 1894. In the 1900 games women were allowed to take part for the first time. By 1924 the Olympics Games in Paris had captured the public's imagination. More than 3 thousand athletes took part from 43 nations.

From 1:08 – 2:11(Activities D to F)

The 1936 Berlin Olympics were the first to be televised to a limited audience and took place under Adolf Hitler's Nazi regime. Hitler sort of used the games for propaganda purposes to showcase his Arian race. But history remembers the four-gold medal performance of African American athlete Jessie Owens.

It wasn't until Rome 1960 that the Olympics were broadcast live across Europe, and Tokyo 1964 that they reached a worldwide audience. At the height of the Us civil rights movement during the 1968, Mexico City games, African-Americans runners Tommy Smith and John Carlos staged a protest at the middle ceremony. They were stripped of their medals but inspired a whole generation of black athletes.

During the 1972 games in Munich Palestinian militants invaded the Olympic village, killing 11 Israeli athletes and coaches as well as a west German police officer. Today the games are the world's largest sporting celebration, with more than 10. 500 athletes from 206 countries taking part in Rio 2016.

1.4 DID YOU KNOW?



Beginner's Guide to the Olympics

0:10 – 4:59

Every 4 years the world comes together, more than 200 countries, and the best athletes compete to for a medal, and we are all watching. But have you ever wondered what's behind the games? How is it all organized? Who puts it all together? And yes, who pays for it? What most of know, it all begin a long time ago 3000 years ago, to be precise, in Ancient Greece. But someone, Pierre de Coubertin, had the idea to bring it back. And to do that, he sat up the International Olympic Committee, a little over 100 years ago. But the IOC couldn't do it all alone, and still can't! they need a little help from their friends.

So, who does what? Each of the sports that take part of the Olympic games has an International Federation that runs the sport all year around. From rules to referees to records. That's their job. And then, there are the more than 200 Olympic committees around the world. Their job is to select the best athletes and get them ready for the games. so, we've got the sports and we've got the athletes, now we can get them to the games.

But then, there's the whole city, which brings the whole thing to life. And that's a big job, and that's a long job. 7 years from the moment the IOC chooses from the moment the IOC chooses the host city, until the moment the cauldron is lit and the games begin. Think about all the things that need to be done to make the games happen.

Not just the stadiums, the pools, the ski slopes...But where the athletes going to stay? What are they going to eat? And how are they going to get to their events? That's what the Organizing Committee does. It's a very big job and it takes all those seven years working with the IOC to get it done. Sometimes it could be a bumpy journey. In the Summer, there are 10,500 athletes competing at 28 sports. And they have coaches, doctors, trainers' friends and family.

In the Winter, it's about 2,500 athletes and seven sports, and they need a lot of people to.

And think about the equipment several hundred pairs of skis in the Winter, in the Summer the Equestrian athletes need their horses and the rowers need their boats. They've all got to be delivered to the right place at the right time

in good condition, specially the horses. OK, so it's a big task that's for sure.

And someone has to pay for it. So, where does the money come from? A large part comes from broadcast rights. Broadcasters pay to air the Games in their country. More than half the world's population watched at least some of London 2012. And we also partner with some of the world's leading companies who provide funding for the Games and the more than 200 Olympic teams and their athletes. They also supply products and expertise that help the Games run smoothly.

So, the Games are paid for mainly by the IOC and the Organizing Committee. The government sometimes take the opportunity of the Games to build or improve roads, or airports or housing. That can also leave a lasting benefit for the city. But you're probably wondering: what happens to the money that's left over? And what goes on between the Games?

The good news is that the money that's left goes back into sport. More than ninety percent is redistributed to sport around the world. Not just to help the Olympic Games but to develop

Accessed at:

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

sport. After all the Olympics is about using sport to make the world a better place. Some of the money goes in scholarships to help fund athletes in their training. It might help pay for a coach for promising sprinter, or provide transportation for a skater to get to the Games. And we fund sport where you play too. We support your National Olympic Committee and local sports groups and we work with other groups like the United Nations to bring sport equipment and kit to schools and local clubs.

We spend a lot of time contributing to building a better world through sport.

For example, there's the Youth Olympic Games helping young athletes to live the Olympic dream and its values. And we use events like Olympic Day, June 23rd to try to get you to do sport. We want the world to get active and live a healthy lifestyle. And we want to ensure women get the same access to sport as men. At the Olympics all sports are now open to women. And every single nation has now sent women to the Games. We also want to make sure the competition is fair. So, we support the athletes and the fight against doping.

And then finally when it's all over and an athlete has run his last race or swam for last link The IOC also works to try to help them get jobs. When you've spent your whole young life committed to excellence in sport sometimes you forget about your future and that's where we lend a helping hand. So, we all love the Olympic Games, but the Olympics is about more than just two weeks every four years. We work all year round using sport to make the world a better place.

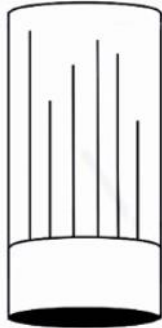


**WE ARE
WHAT WE
EAT**



1- FOOD FOR THOUGHT

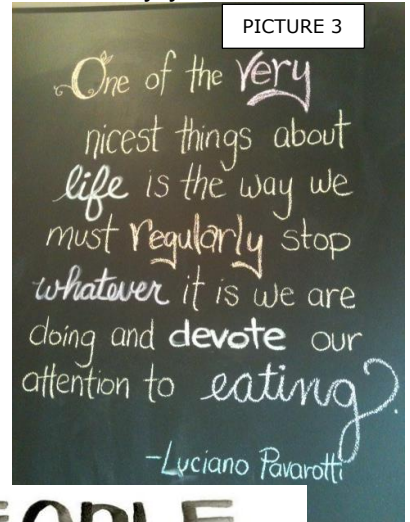
A. Look at the sayings about food below. In pairs discuss what you think about them. If you agree or disagree and say the reason why you do so.



PICTURE 1

"Part of the secret to success in life is to eat what you like and let the food fight it out inside."

Mark Twain



PICTURE 3

One of the very nicest things about life is the way we must regularly stop whatever it is we are doing and devote our attention to eating.

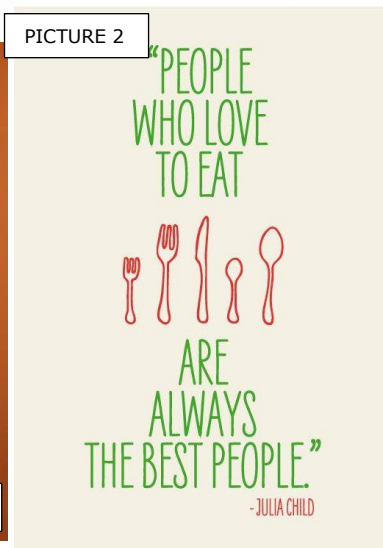
-Luciano Pavarotti



"Laughter is brightest, where food is best."

- Irish proverb

PICTURE 4



PICTURE 2

"PEOPLE WHO LOVE TO EAT ARE ALWAYS THE BEST PEOPLE."

-JULIA CHILD



PICTURE 5

PEOPLE WHO LOVE TO EAT ARE ALWAYS THE BEST PEOPLE.

Julia Child

B. Match the words in the box to their opposites.

- | | |
|-----------|-----------------|
| • Tasty | () Flavourless |
| • Cooked | () Mild |
| • Natural | () Tasteless |
| • Pungent | () Uncooked |
| • Flavour | () Processed |



- ✚ Everybody loves food, so bring the recipe of your favorite dish.
- ✚ Sit with a peer and tell him/her the Ingredients and the step-by-step of your recipe.
- ✚ Your peer will do the same.

1.1- FOOD AROUND THE WORLD



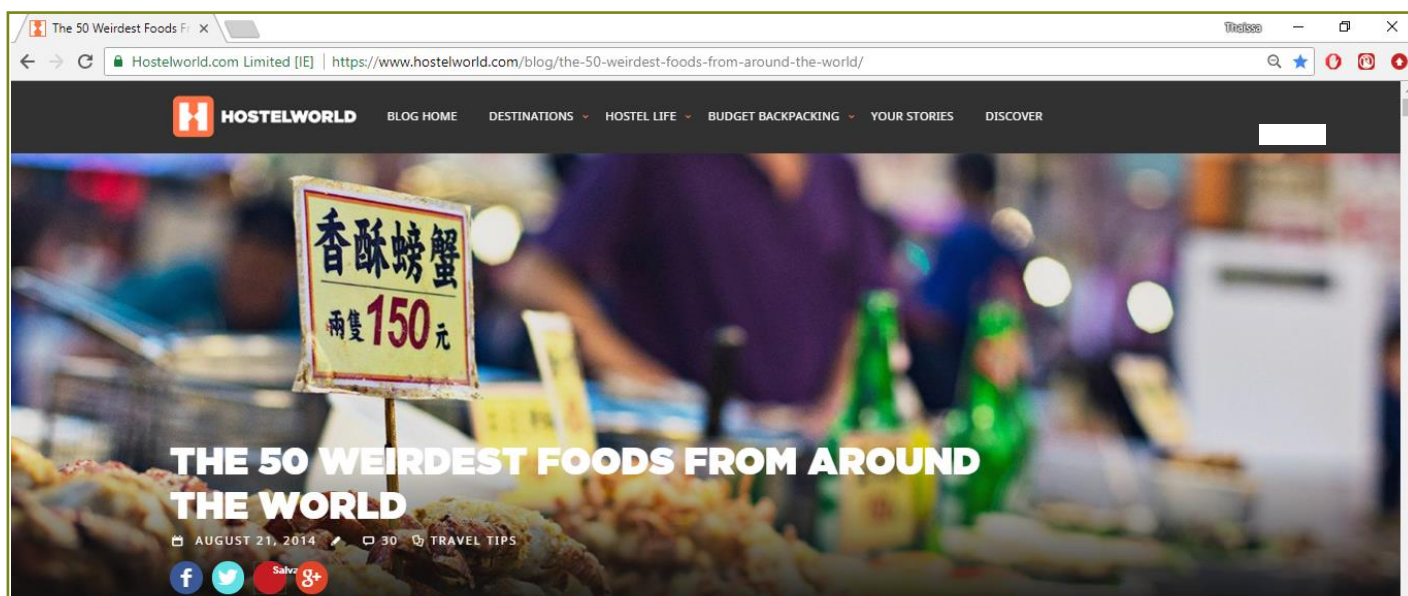
Know More!!

“The only thing better than talking about food is eating.” – John Walters.

In pairs, tell your friend about:

- + What is your favorite food?
- + What is the weirdest food you have ever tried?

A. Hostelworld, a blog about travelling, has made a list of “The 50 weirdest foods from around the world”. Read some of the adapted excerpts below and answer the following questions.



It's time to take a trip around the world and delve into all the weird foods our species like to chow down. Unfortunately, the world isn't only full of those tasty breakfasts we spoilt you with a while back - if only. Consider this a public service and an education to save you from shock when you come across these, the 50 weirdest foods from around the world.

1. East Asia, Caribbean, South America and South Africa



Considering how many places it's eaten, perhaps it's unfair to deem this weird. Still, it's made mostly of skin making it a little gelatinous in texture. They're pretty tasty when flavoured properly, but the bones get on your nerves after a while.

6. – Africa, Americas, Asia, Europe

Pretty widely available, really. Still, there are a large number of people **who** find the idea revolting. And silly people they are as the finished product is tasty. Congealed blood cooked up with various natural flavourings, thickening agents like suet and breadcrumbs and stuffed into a sausage skin – lush!



9. – Sweden



Baltic Sea herring fermented with just enough salt used to prevent it from rotting. Mainly found tinned in brine these days, when opened it releases such a pungent aroma **that** it usually needs to be eaten outside. Sounds delightful.

14. – Japan

Yep, you guessed it, it's a biscuit filled with wasps.

Think chocolate chip cookies, only the insects replace the choccy chips. Apparently, the digger wasp, **which** the biscuit contains, has a pretty mean sting. I wish your tongue good luck.



GLOSSARY:

- ✚ Suet: a type of hard fat used in cooking;
- ✚ Herring: a long, silver-coloured fish;
- ✚ Brine: water with salt in it, especially when used to preserve food.

B. Match the titles to each paragraph.

1. Wasp Crackers
2. Chicken's Feet
3. Surstromming
4. Black Pudding

C. Match each food listed on activity B to a sentence.

- () There are many people who find disgusting. But the final product is delicious.
- () In this recipe the delicious chocolate chips are replaced by a mean insect.
- () A weird dish that is a bit gelatinous, but tasty.
- () It's a type canned fish with very strong smell.

D. Which food do you think is the weirdest? Would you ever try any of them? Tell your friends about it.



Think think think

E. Look at these excerpts taken from the text and answer True or False based on what you already know about Relative Clauses.

- 1) There are a large number of people **who** find the idea revolting.
- 2) When opened it releases such a pungent aroma **that** it usually needs to be eaten outside.

- () They are part of a sentence that gives more information about a thing, a person, a place or a time;
- () The different pronouns are used to talk about different types of information(if it's about a person, place or thing);
- () Relative pronouns always refer to the objects of the sentences;
- () In informal speech the relative pronouns **who** can be replaced by **that**;
- () Relatives pronouns have to be included in all Relative sentences.

F. Look at the two excerpts taken from the text and match them to the sentences that best describe them.

- 1) Apparently, the digger wasp, **which** the biscuit contains, has a pretty mean sting.
 - 2) There are a large number of people **who** find the idea revolting.
 - 3)
1. The information given in the Relative clause is essential for the sentence. ()
 2. The information given in the Relative Clause is extra information. ()
 3. This Relative Clause is called **non-defining** because it doesn't provide crucial information. ()
 4. This Relative Clause is called **defining** because it provides crucial information. ()
 5. In this Relative Clause the relative pronoun that cannot be used. ()

G. Complete the other weird foods with the proper Relative Pronoun. Identify if the sentence is *defining* or *non-defining*.

1. Bird's Nest Soup



“This Asian delicacy is made from the nest of the swiftlet bird,instead of collecting twigs for its bed, builds it out of its own gummy saliva, goes hard when exposed to air. Usually the built high up on cliff faces, harvesting them is a dangerous business and many people die each year. Whether its ‘rubbery taste’ is worth this human sacrifice, I’ve yet to find out.”

2. Spam

“The famous mystery meat. It’s said that Spam is made from chopped pork shoulder meat, ham and potato starch, but knows what ends up in there.”



3. Marmite



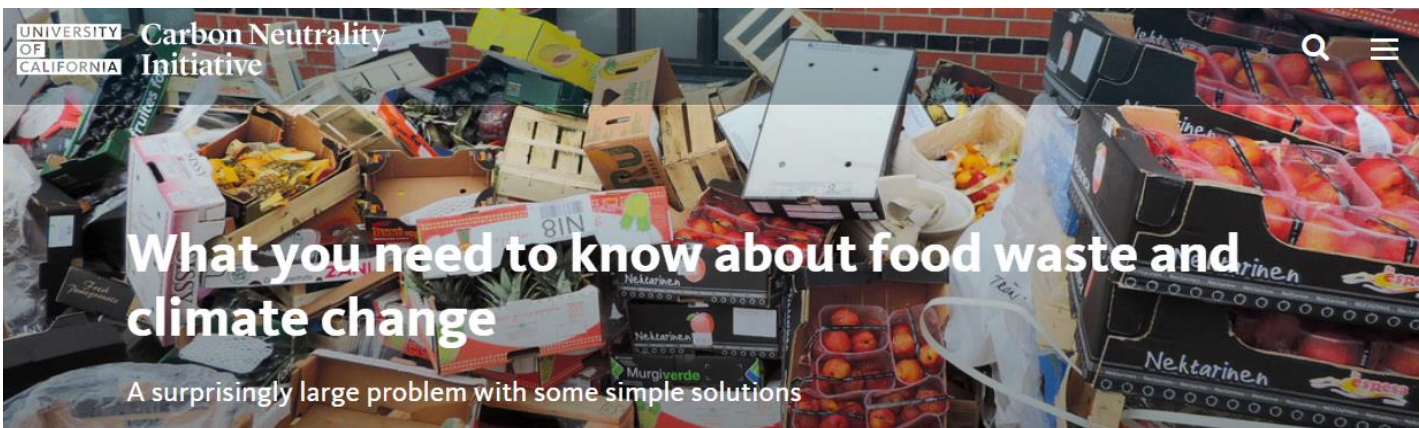
Made from yeast extract, a by-product of brewing beer, Marmite (or Vegemite as it’s known as in Australia) is essentially the slurry from the bottom of the barrel most breweries just throw away. It’s a sticky brown paste with a concentrated, salty flavour that’s usually spread on toast or eaten with cheese. People are either ‘love it or hate it’... I hate it.

1.2-HOW FOOD AFFECTS THE WORLD



✚ How do you think food can affect the world? Make a list of positive and negative things and share with your peers and teacher.

- A. The text below is the introduction of an article from the University of California [website](#). It’s from a new program called Climate Lab, in which they develop ideas on climate the change. You will read it and answer some questions.



by Andy Murdock

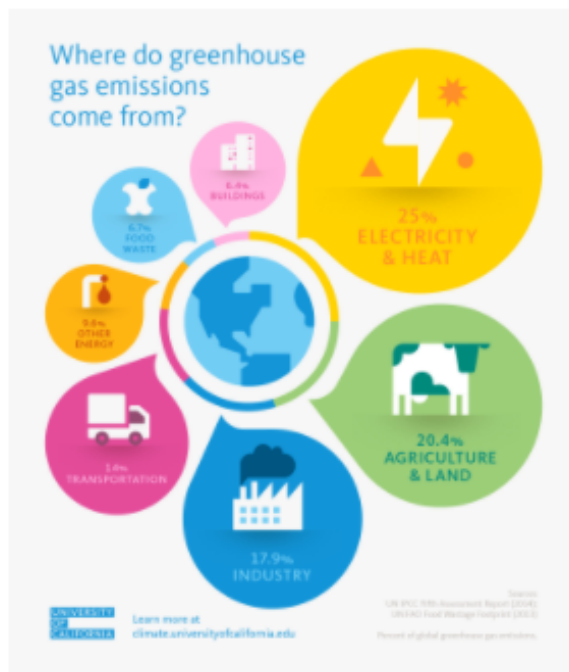
@Andy_Murdock

TUESDAY, MAY 9, 2017



Two important statistics help frame any discussion about food waste: 1.3 metric gigatons of edible food goes to waste every year and at least 795 million people are undernourished worldwide.

These numbers are nearly impossible to envision, but the general takeaway is this: as millions go hungry, we continue to waste perfectly good food on an enormous scale.



The issue goes beyond hunger: Producing the food we waste takes land, water, labor and other valuable resources. To add insult to injury, food waste is a major source of greenhouse gases, mostly in the form of methane, a pollutant at least 25 times more potent than carbon dioxide.

When we talk about climate pollution, we tend to focus on power plants, transportation and industry. If we think about food at all, it's generally cows and their - ahem - "emissions." Wasted food often gets overlooked, but according to an assessment by the UN Food and Agriculture Organization (FAO), 6.7 percent of all global greenhouse gases come from food waste.

B. Throughout the article there are four questions that explain better the problem of food waste. They are:

- ✚ How big is the problem of food waste?
- ✚ Where is food waste coming from?
- ✚ Which foods have the biggest footprint?
- ✚ What can we do about food waste?

- ✚ Sit with a peer and discuss these questions, giving your opinion on each one of them.
- ✚ Go to the website and check the rest of the article. Check if your thoughts were similar to the ones presented.
- ✚ Discuss with the group what you have learnt with the article and your opinion on the subject.




- ✚ Do you think it's possible to put an end on food waste? What can you do in your daily life that can help avoiding food waste?

C. You will watch the video “[Food waste is the world's dumbest problem](#)”, made by the Climate lab. What topics do you think will be covered in the video? Share your predictions with your class mates

1.
2.
- 3.....

Now, watch the full video and take notes of what you think are the most interesting topics presented. Check if any of your prediction was correct.



CLIMATE LAB T1 · E4
Food waste is the world's dumbest problem
1.404.455 visualizações

47 MIL 1 MIL COMPARTILHAR

D. Watch the video from the minute 1:37 to the minute 3:37 and answer True or False to the sentences below. Correct the false ones.

1. () When thinking of all the things that hurt our planet we take into consideration cars, oil spills and food we throw away.
2. () More than 40% of the food produced in the US is eaten.
3. () If global food waste was a country it would be the third largest emitter of greenhouse gases
4. () Meat has the highest greenhouse gas impact when it's wasted.

E. Now you will hear from the minute 3:30 to the minute 6:03. Complete the gaps with the words and numbers that are missing.

1. Food waste in our society comes down to [] and having the option to buy everything we want.
2. The amount of space we have to store thing is one of the reasons we [] food.
3. Since the 70's [] have grown 15%.
4. People hate to see [] spaces in their refrigerator or on their plates.
5. Refrigerators aren't the only thing that got bigger. Since 1960 the average [] has grown 36%.
6. Jill Horst noticed that if students had a [] they would feel the need to load it up.
7. The average student wastes [] ounces of food. When the trays are taken away it become [] ounces.

✚ What do you think of the Food Cam? Do you think you could work where you live?

✚ Do you believe it is possible to help reduce the greenhouse gases emission if we don't waste so much food?

F. After watching the video make a list of the information you already knew and the information that are new for you. Talk to your classmates and share you list with the whole class.

Things that I knew	New information

1.3 - WE ARE WHAT WE EAT



You and the World

A. Some people say Breakfast is the most important meal of the day. What do you think?

Watch this video from [Buzzfeed](#) about breakfasts around the world.

- + Which breakfast do you think was the most unusual?
- + Which one have you tried?
- + Which one would you like to try?
- + Was the breakfast of country shown? If it was, compare the breakfast you have to the one shown in the video.



- B. Now you already know some of the breakfasts from around the world. How do you think dinner is in other countries? Tell your pair about your thoughts.
- C. The newsletter [Independent.co](#) published a list entitled "[What people eat for dinner around the world](#)". Take a look at one of the dishes they posted.

China



A chef slicing Peking Duck for diners at the Quanjude restaurant in Beijing

When a group dines together many dishes are served at once at eaten from a small plate. With eight major regional cuisines in China, what is served can vary wildly. Dishes can include Peking duck, Xiao Long Bao dumplings, Chow Fun noodles consisting of seafood or meat, Hong Kong-style bundles of minced shrimp and egg noodles served in a wonton broth, or a fondue-like hot pot. Dishes are served with lashing of soy sauces, vinegar, or hot pepper oil.

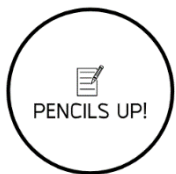


Now, it's your turn!

- + Your teacher will provide a card with a piece of information about a country's dinner for you and your classmates;
- + There will be pairs of cards;
- + You have to go around the class trying to find a peer that has the same card as you;
- + Your teacher will divide you into two groups. (One group will ask questions to find out who has a similar card).

D. Look at some fun tweets about food taken from the blog [Bored Panda](#). Share with the group your ideas about them. After reading, make a list of topics, related to food, that you would like to tweet about.

 <p>Bill Murray @BillMurray</p> <p>I hate when I'm on the treadmill and my hand accidentally hits the stop button & I have to get off and eat a bacon grilled cheese sandwich.</p> <p>1:46 AM - 29 Apr 2015</p> <p>424 784</p>	 <p>Mara Wilson ✓ @MaraWritesStuff</p> <p>Carrots are a great thing to eat when you are hungry and want to stay that way.</p> <p>1:59 AM - 10 Oct 2014</p> <p>2,476 4,759</p>
 <p>Ed Sheeran ✓ @edsheeran</p> <p>It upsets me when restaurants think they are too good for ketchup. No one is too good for ketchup. Ketchup is too good for you.</p> <p>9:48 PM - 16 Sep 2013</p> <p>52,336 43,723</p>	 <p>Shark @AbrasiveGhost</p> <p>SNICKERS COMMERCIAL: You're not you when you're hungry</p> <p>ME: [always hungry] ..who am I</p> <p>7:13 PM - 1 Dec 2015</p> <p>4,799 5,773</p>



E. Now it's your turn. Write a tweet about what you have learnt about food.

- REMEMBER**
- >Tweets are informal;
 - > They use only 140 Characters;
 - >It must be easy to understand.



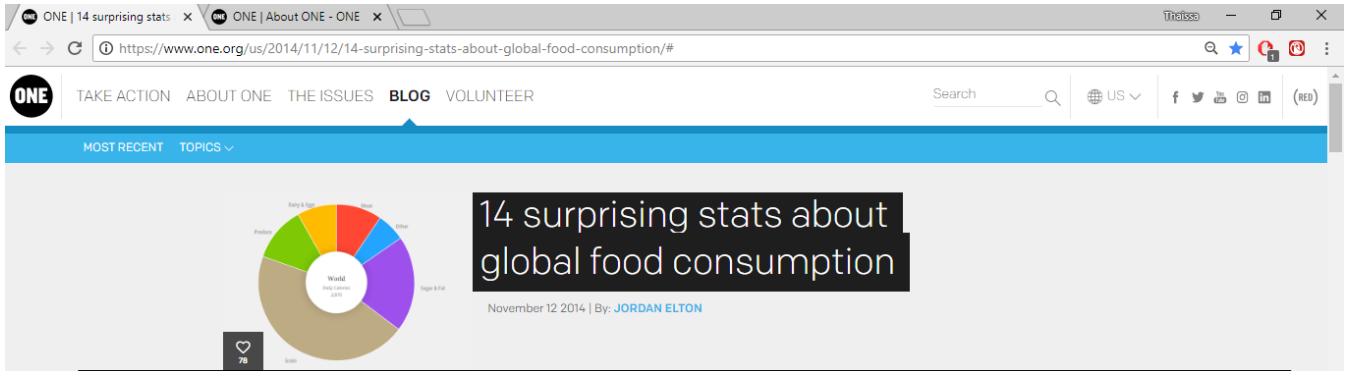
F. Share your tweet with a peer. Your peer will check your work and give you feedback. Rewrite your tweet following your peer's instructions.

1.4- DID YOU KNOW?



- ✚ Are you thankful for the food you have on your table?
- ✚ What do you know about food consumption?

A. Read the introduction to the blog entry “[14 surprising stats about global food consumption](#)”, posted by the NGO ONE.



We all know we should be thankful for the food on our tables — but why? Here are 14 eye-opening facts about nutrition, farming, and crop varieties around the world that help answer this question.

B. Sit with a peer and together make a list of what you think are going to be the 14 facts will read about.

WHAT I THINK	WHAT MY FRIEND THINKS

C. You and your peer will read different parts of the text. You teacher will decide which part you will read.

PART I

1. Poor people in developing countries often spend 60-80% of their income on food.

Americans spend less than 10%.

Ayme family, Ecuador. Photo credit: Peter Menzel and Faith D'Aiuisio.

2. 75% of the world's food is generated from only 12 plants and 5 animal species.

Kale is probably not one of them.

3. 165 million people suffer from childhood malnutrition.

If they joined hands, they could form a complete circle around the earth.

4. Over 25 million tons of pumpkins, squash, and gourds are produced around the world each year.

That's 55,115,570,000 pounds!

5. Americans waste about 141 trillion calories worth of food every day.

That adds up to about \$165 billion per year — 4 times the amount of food Africa imports each year.

6. More than 9 out of 10 farms in the world are family farms.

They provide more than 80% of the world's food supply.

7. Women make up 43% of the agricultural labor force in developing countries, and account for about two-thirds of the world's 600 million livestock keepers.

The majority of these women are from sub-Saharan Africa.

PART II

8. By 2030, global food demand is **expected to rise** by 35%.

9. By 2030, only 1 in 7 people are expected to be **consuming less than 2,500 calories** per day.

This is great news — it means more people in developing countries are eating more!

10. Grains make up 45% of the **world's diet**.

11. Insects are among the most efficient forms of **food available**.

Eighty percent of a cricket can be eaten, while only 55% of a pig and 40% of a cow are edible.

12. Agriculture provides jobs for around 40% of the world's population.

That means **agriculture** is the single largest employer in the world!

13. Africa's total area is more than three times that of the US. Yet, the area of irrigated land in Africa is only 26.6% more than that of the US.

This is a sign of pervasive poverty and massive **underinvestment in agriculture!**

Map of the world's vegetation. Photo credit: NASA.

14. In Africa, 97% of staple crops are fed primarily through **rainfall**.

As rainfall in most parts of Africa is seasonal and erratic, the food production system is extremely vulnerable to weather-related shocks.

D. Tell your peer what you have learnt from the part of the text you read. He/she will do the same.

E. Which food consumption fact did you think was the most interesting? Why?



SOUNDS ON

PRONUNCIATION: ɪ / i:

✚ In English that sounds that are long and sounds that short.

✚ Look at these symbols.

a) ɪ

b) i:

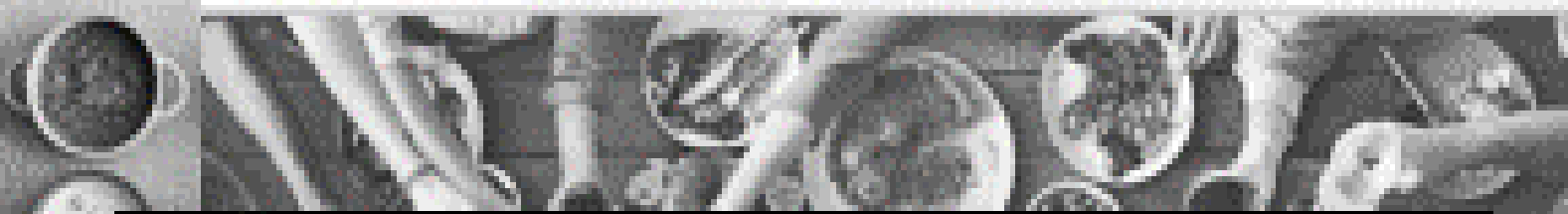
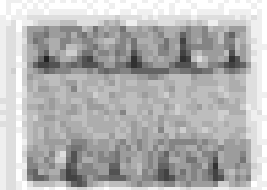
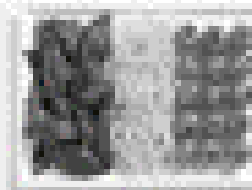
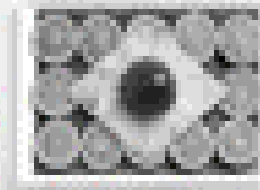
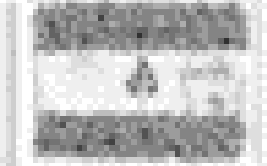
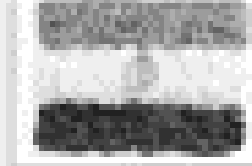
✚ Which one do you think represent the long sound of vowel **i**? Why?

✚ Look at these two words: *Meat* and *Meet*. They are both examples of the long i / i: /sound.

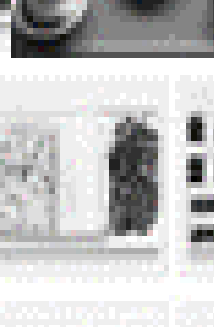
F. You will listen the words in the box. **Circle** the words that have a long sound of "i" and **underline** the ones that have a shot sound of "i".

See	Big	Sheet
Wig	Bee	Lip
Pin	Milk	Peach
Silk	Beach	Bleach

G. You will play Bingo. Your teacher will hand you a table with pairs of words. You will listen to the words and mark the one you think is correct.



**WE ARE
WHAT WE
EAT**



Teacher's Guide



UNIT: WE ARE WHAT WE EAT

Unit Contents

Theme & Vocabulary:

The theme of this unit is Food. Students will have the chance to read and watch videos about food, food habits around the world, and food affects the world. This will improve their vocabulary on the subject studied

Grammar:

Students will review what they already know on Relative Clauses Pronouns and learn about Defining and Non-Defining Clauses, focusing on the use of each of them.

Writing:

Students will write fun tweet about food.

Unit Goals

- ✚ Learn more about food around the world;
- ✚ Develop critical thinking on how what we eat can damage our planet;
- ✚ Relative Clauses – Defining and Non-Defining;
- ✚ Write a fun tweet;
- ✚ Listen for gist and for specific information;
- ✚ Ask for and give information

- Present the topic of the unit with the students;
- Allow them to look at the pictures on the unit cover;
- Allow students to brainstorm what they already think about the title of the Unit and share their thoughts.

1. FOOD FOR THOUGHT



This section is dedicated to the connection of the topic studied to the student's life.

Warm-up activity

A.

- ❖ Ask students look at the sayings about food.
- ❖ In pairs, students should discuss what they think of the sayings;
- ❖ Remind them to express their opinion;

B.

- ❖ Tell students they will match the vocabulary words to their antonyms.

Answer: 5,4,1,2,3



- ✚ Everybody loves food, so bring the recipe of your favorite dish.
- ✚ Sit with a peer and tell him/her the Ingredients and the step-by-step of your recipe.
- ✚ Your peer will do the same.

- Tell students they bring a recipe of their favorite dish;
- Tell them they will sit with a peer and explain their recipe step-by-step;

Notes:

- If possible, ask students to bring their favorite dish to class;
- If your school has a kitchen do a cooking class of one of the recipes the students brought. (You could ask the students to vote on the recipe they think is the best one.)

1.1 FOOD AROUND THE WORLD

Warm-up activity



Know More!!

This section is dedicated to reading. The focus on this section is to achieve grammar through text interpretation.

- ❖ Discuss with students the questions at the beginning of the Unit;
- ❖ They should express their opinion on the topic;
- ❖ Tell them they will read a text about weird food around the world.

A.

- ❖ Tell students they will read an adapted text from a blog entry.
- ❖ Ask them to look at the pictures; they should tell what they think they are;
- ❖ Give sts some time to go through the text;
- ❖ Sts should give their opinions about the foods.

B.

- ❖ Tell sts they will match the titles to the paragraphs.
- ❖ Give them some time to read the text again and match the titles;
- ❖ Ask sts to sit in pairs and check their answers.

Answers:

1. **Wasp Crackers:** 14. Japan

2. **Chicken's Feet:** 1. East Asia, South America and South Africa

3. **Surstromming:** 9. Sweden

4. **Black Pudding:** 6. Africa, Americas, Asia, Europe

C.

- ❖ Explain to sts that they will match a sentence to each paragraph;
- ❖ Say that the sentences have been paraphrased;
- ❖ They should use the number from the list on Activity B;

Answers:

(4. **Black Pudding**) There are many people who find disgusting. But the final product is delicious.

(1. **Wasp Crackers**) In this recipe the delicious chocolate chips are replaced by a mean insect.

(2. **Chicken's Feet**) A weird dish that is a bit gelatinous, but tasty.

(3. **Surstromming**) It's a type canned fish with very strong smell

D.

- ❖ Give students some minutes to go through the questions;
- ❖ Allow students to read the questions and discuss their ideas with a pair.



Think think think

This section is dedicated to Grammar explanation and practice.

E.

- ❖ In this activity students will read two excerpts from the text and answer True and False to some sentences about Relative Clauses.
- ❖ Check

Answers:

T/T/F/T/F

F.

- ❖ Give some time to students so they can read the two sentences to get analyzed by them.
- ❖ Allow them to match the sentences to the grammar explanation.

Answers:

1.2 / 2.1/ 3.1/ 4.2/ 5.1

G.

- ❖ Tell sts they will read other weird foods texts;
- ❖ They should complete the texts with the correct Relative Pronoun;
- ❖ Tell them to also identify if the sentences are Defining or Non-defining.

Answers:

1. Who/Which 2. Who 3. That

1.[...] nest of the swiftlet bird, who instead of collecting twigs for its bed, builds it out [...] – **Non-defining**

[...]out of its own gummy saliva, which goes hard when exposed to air. – **Non-defining**

2. [...] potato starch, but who knows what ends up in there. - **Defining**

3. [...] is essentially the slurry from the bottom of the barrel that most breweries just throw away. - **Defining**

1.2 HOW FOOD AFFECTS THE WORLD

Warm-up Activity

- ❖ Start this section with a conversation on what students know about food production and how it affects the world.
- ❖ Tell students they will read an introduction to an Article about food waste and climate change.

A.

- ❖ Ask sts to read the Introduction of the text.
- ❖ Discuss what they think of the topic presented by the text.

B.

- ❖ Tell sts that on the full text there are 4 questions about food waste and climate change that are answered.
- ❖ Give them some time to read the questions and discuss them with a peer.
- ❖ Tell students they will read the rest of the text and they should answer the 4 questions according to what they read.



Know More!!

This section is dedicated to reading activities, text interpretation and questions

B.

NOTE

- If your school allows Internet access to students ask them to go to the link <https://www.universityofcalifornia.edu/longform/what-you-need-know-about-food-waste-and-climate-change> and read the rest of the text.
- If you don't have access to the Internet find the full text on the Appendix Section

Answers:

How big is the problem of food waste?

According to the FAO, if food waste was a country it would be the second largest one.

Where is food waste coming from?

Food waste can happen in every stage, from farm to plate, and it can vary from region to region.

Which foods have the biggest footprint?

Meat is the food with the biggest footprint

What can we do about food waste?

We can start by planning our meals and buying things we know we are going to eat. Reduce meat consumption and controlling portion sizes.



This section is dedicated to the practice of Listening Skills. It will improve student's abilities to gist and look for specific information.

C.

- ❖ Tell student they will watch a video made by the same people who wrote they text they read previously
- ❖ Allow them some time to think of the subjects they might listen to in the video.
- ❖ Pass the video a first time.
- ❖ Ask sts to do a gist of what they hear and check if their predictions were correct.

Note:

According to the Cambridge Dictionary "the most important pieces of information about something, or general information without details"

<https://dictionary.cambridge.org/dictionary/english/gist>

D.

- ❖ Tell sts they watch the video again from minute 1:37 to minute 3:37;
- ❖ They should answer True or False to the sentences that follow;
- ❖ Remind them they have to correct the false ones.

Answers:

1. **FALSE** When thinking of all the things that hurt our planet we take into consideration cars, oil spills and smokestacks.
2. **FALSE** Roughly 40% of the food produced in the US is NEVER eaten.
3. **TRUE**
4. **TRUE**

E.

This activity is based on one of the listening tasks from FCE.

- ❖ Tell students they will hear from the minute 3:30 to the minute 6:03.
- ❖ They should complete the gaps with the words and numbers that are missing.

Answers:

1. **CHOICE**
2. **OVER BUY**
3. **REFRIGERATORS**
4. **EMPTY**
5. **DINNER PLATE**
6. **TRAY**
7. **SIX/ THREE**

- ❖ Allow sts to sit in pairs and answer the two questions that follow together.
 - What do you think of the Food Cam? Do you think you could work where you live?
 - Do you believe it is possible to help reduce the greenhouse gases emission if we don't waste so much food?

F.

- ❖ This is a freer activity, allow students to write down all pieces of information they already knew and the ones that are new about food and food waste

1.3 WE ARE WHAT WE EAT



You and the World

This section is dedicated to link the students' perspectives and thought to the real world. It can be done with the use of listening, reading and speaking practice.

A.

- ❖ Start this lesson with the opening questions set in activity A.
- ❖ Give students some time to think about and discuss it with the whole group
- ❖ Tell students they will watch a video from BuzzFeed about breakfasts around the world.
- ❖ Ask students to sit in pairs and discuss the questions set about the video

Notes:

The activity that follows the video is freer and allows students to expose their ideas, opinions and thoughts on the topic shown.

B.

- ❖ Still in pairs, ask students to answer the question on activity B.



SPEAK OUT

This section is dedicated to Speaking. Students will practice two task-based activities. Describing something and finding someone with common things.

C.

This activity can be challenging to some students, so make sure students understand what they are supposed to do.

- ❖ Ask students to read the entry from the Independent.co.
- ❖ Explain to them that there are pairs of cards;
- ❖ Each one of them will receive a card with a type of food;
- ❖ They should walk around the class talking to each other in order to find a matching card to theirs;
- ❖ Tell them they will be divided in groups
 - Group 1: Ask the questions to try to find the other card
 - Group 2: Answer the questions from the peers.
- ❖ You will find the card on **Appendix C**.
- ❖ Do the speaking 2 times, so everybody has the change to ask questions.

D.

- ❖ Tell students they will read fun tweets about food;
- ❖ Allow them some time to express their opinion about the tweets;

E.

- ❖ Tell them they will write a tweet of their own about food.
 - They can write a tweet using the information they already have about food;
 - They can make a fun trending, like the tweet in the example.

F.

- ❖ Students will correct their peer's writing, giving feedback and advice when needed. The tweet should then be re-written



1.4 DID YOU KNOW?

This section is dedicated to the connection of the topic studied to the student's life, using reading and speaking activities

A.

- Start this lesson with the opening questions set in activity A.
- ❖ Give students some time to think about and discuss it with the whole group;
- ❖ Students should give their opinions on the two questions set;
- ❖ Tell students they will read the introduction of the blog entry from the Non-Governmental Organization ONE.

C.

- ❖ Tell students they will try to guess the stats about food consumption;
- ❖ Give them some time to make a list of their own;
- ❖ Ask them to sit in pairs. They should ask their peers what their food stats are and write them down

Note:

If it's possible, ask for students to retell what their peers thought to be the 14 stats.

B.

- ❖ Tell students they read the 14 stats about food consumption;
- ❖ Tell students they will continue sitting in pairs
- ❖ Tell them the text is divided in two parts, and each one of them will read a different part;
- ❖ Ask them to sit in pairs. They should ask their peers what their food stats are and write them down



This section is dedicated to practice of Pronunciation. Check http://cambridgeenglishonline.com/interactive_phonemic_chart/ for the phonemic chart

- ✚ In English that sounds that are long and sounds that short.
- ✚ Look at these symbols.
 - a) ɪ
 - b) i:
- ✚ Which one do you think represent the long sound of vowel **i**? Why?
- ✚ Look at these two words: *Meat* and *Meet* They are both examples of the long i / i: /sound.

F.

- ❖ Tell students they will hear some words with the sounds / i: / and / ɪ /.
- ❖ They should circle the words that have a long i sound / i: / , and underline the one with short i sound / ɪ /.

Answers:

See	Big	Sheet
<u>Wig</u>	Bee	<u>Lip</u>
<u>Pin</u>	<u>Milk</u>	<u>Peach</u>
<u>Silk</u>	Beach	<u>Bleach</u>

C.

This activity is a game. If you feel like it's not appropriate to your class you do not have to do it.

- ❖ Tell students you will play a different type of bingo;
- ❖ Explain to them they will receive a table with pairs of words that have the long and short sound of i;
- ❖ They will listen to only one of each little square, and they should mark which one they heard (feel free to choose any of the words to be played);
- ❖ Don't let students see the word being played;
- ❖ At the end, check with them the words they marked and pass the words again, now showing them to students.
- ❖ You should go <https://dictionary.cambridge.org/us/> to do this activity.
- ❖ You will find the table on Appendix

Transcripts

The transcriptions of all videos used in this lesson are to be found below, with the referent links to each of them.



<https://www.youtube.com/watch?v=6RlxySFrkIM>

PRESENTER: MIT is known for developing a lot of impressive technology. But hidden in the kitchen of MIT's Media Lab is, perhaps, my favorite MIT invention: the FoodCam. Okay, so it may not look like much but it's actually quite brilliant.

P: Let's say you have some leftover food. You put it under the camera and you hit the button. FoodCam posts a photo to Twitter, Slack, and a mailing list. All with a simple message: Come and get it! It looks like a pretty good box of donuts.

MAN 1: Yes.

P: It looks yummy under FoodCam.

M1: It does.

P: Getting the food can actually be pretty competitive.

MAN 2: By the time we got here, just 30 seconds after it was placed, the whole building had swarmed and all the pizza was gone.

MAN 3: There's a mad rush of people that come from, like, every entryway in here to get the pizza.

P: So, you got to kind of move pretty quickly.

M3: Yeah, it's a game — it's like the Hunger Games.

P: Where...Will and Jon invented the FoodCam all the way back in 1999. This was before Facebook. Before Gmail. Before social media as we know it. The idea came from a building-wide leftovers problem. And in some ways, this simple invention gets at the big problem of food waste.

P: I mean that's sort of the serious part of what you have done, really, right?

MAN 4: There is no doubt that this completely helped reduce food waste at the lab.

MAN 5: Almost all of the catering people know that if they have spare food from their event, they can just hit the button and people will consume that food. And those are not even Media Lab events that are now fueling the FoodCam.

P: When we picture the stuff that's hurting our planet, what do we think of? We think of, like, smokestacks, cars, oil spills. We don't really think about all the food we throw away. In the US, roughly 40% of the food we produce never gets eaten. That's over 365 million pounds of food each day. While that's happening, about one in eight Americans still don't have a steady supply of food to their tables. And all of this wasted food is a huge contributor to climate change.

P: If global food waste were a country, it would be the third largest emitter of greenhouse gases, just behind China and the United States. So, it really is an enormous problem and one of the easiest ways to address climate change. It takes a ton of resources to produce food. On top of that, you have all of the energy it takes to keep it cold and transport it around the country. And when food decomposes, it isn't just stinky. It releases potent greenhouse gases.

P: Basically, we're trashing our planet to grow food that no one eats. But, here's the thing: No one actually likes wasting food. It's just something that we haven't been paying much attention to.

WOMAN 1: Of all of the challenging problems out there, reducing the amount of food we're wasting is one of the easiest.

P: In the US, consumers collectively make up the largest portion of food waste. A family of four spends about \$1,500 on food that they never eat.

W 1: Meat is less as a percentage of what we buy but when you consider it in particular, as a greenhouse gas intensive product, meat waste actually has the highest greenhouse gas impact.

P: And you don't have to be an expert to understand why food is going to waste in our homes. We're all busy and on the go. Sometimes I buy food without thinking, "Do I really need that?"

W1: There's even been a little bit of research to show that once something goes in the refrigerator it's actually worth less to us than before.

P: Researchers asked people how they would feel if they got home from the grocery store and dropped a carton of eggs.

W1: And then they asked, well if your eggs sat in your refrigerator for six weeks and then you didn't use them, how would you feel about that? And people felt a lot less remorse. I think a lot of the waste in our society does come down to choice and wanting to have the option to eat something at any time, whether or not we use it.

P: Part of the reason we over-buy food is that we've got tons of space to store it in. Refrigerators have grown about 15% since the 1970s.

W1: One of the things we found in our research is that people are uncomfortable with white space when it comes to food. So, we love it in buildings, or in design, but when it comes to food, we do not want to see empty space in our refrigerators on our plates, and so I really believe that in some subliminal way we're just filling everything. And if we had smaller refrigerators, that let us see everything that was in there, that in itself would lead to quite a bit less waste in our homes.

P: And it isn't just our refrigerators that have gotten bigger. The average dinner plate has grown by 36% since 1960. When you have a big plate, you tend to put a lot of food on it — whether or not you can eat it all. This is something Jill Horst noticed at UC Santa Barbara.

WOMAN 2: You have a tray that's 14-by-18 inches and you feel you need to load it up with food. You would see students that had four glasses: water, juice, soda, milk — and you'd go to the tray return and they would still be full.

P: In 2009, the dining halls stopped using trays. Students can take as much food as they want, but there isn't a tray to pile it onto.

W2: The food waste per person, per tray, reduced by 50 percent. I mean, so that was huge.

P: Let's say that the average student wastes six ounces of food per meal. That may not seem like a lot — but UC Santa Barbara serves 13,000 meals per day. So that's nearly 5,000 pounds of wasted food. It's like throwing 350 Thanksgiving turkeys into the garbage every single day.

W2: And when you take the trays away and it becomes three ounces, that's a significant impact to help with not only the food waste, but food cost.

P: So, it turns out that something very small — like removing a tray or changing the size of a plate — can have this profound impact on our behavior. And it doesn't take much effort, because the effect is subliminal. The other thing they're paying attention to at UC Santa Barbara is portion size.

W2: Each plate is portioned one portion for a student. They can take as many portions as they like, but we are actually plating the right size, the right amount that we should be eating.

P: We've gotten used to these gigantic portion sizes at restaurants. And in a subtle way, it encourages us to overeat and throw away a lot of food.

W2: If you look around, there's not a whole lot of food waste on the plates because of the proper portioning. I mean that's somebody's meal. That's all they have left.

P: None of us are perfect. Wasting less food isn't just going to happen overnight. But just having it on our radar can really help us waste a lot less. And if we do have extra food, then let's at least try to get it to people who could use it.

WOMAN 3: There is so much high-quality surplus that's wasted, that just needs to find the people that need it the most.

P: Komal is the founder of Copia, a startup that's trying to recover all of this perfectly good food.

W3: If you imagine the world's largest football stadium filled to its absolute brim that's how much food goes wasted every single day in America — and I'm not talking about last night's pad thai or this morning's half-eaten pastries, but untouched, uneaten, perfectly edible food.

P: So, we don't need to purchase or make more food. We just need to figure out how to get it to the people who need it. MIT's FoodCam is great at recovering food. But when you start scaling this up from one building to an entire city or an entire country, it becomes much more difficult. Let's say you're a small company and have 200 sandwiches left over from an event. That's a lot of food — but it takes time and effort to figure out how and where to donate it. Most people really don't want to deal with all this.

W3: It shouldn't be this hard to do a good thing. Like, how cool would it be if people who have food could say, hey, we have food, and people who need food could say, hey we need food, and we could connect these two people and clear the marketplace?

P: So Komal is trying to make food donation easy and intuitive. If you have some food, you type your info into the Copia app. A driver will then come pick up your food and deliver it to shelters that need it. And during big events, like Super Bowl 50, there's a ton of extra food.

P: The issue is that it has a short shelf life.

W3: Imagine four 16-foot refrigerated trucks filled to their absolute brim — that's how much food we recovered. We fed 23,000 people in two days. Nobody slept. And it's not you know hot dogs and popcorn. It was lobster rolls and pulled pork sandwiches and \$300 cheeses. High-quality food.

P: If we can get food that would otherwise be wasted to people who need it, we're not only fighting hunger, but we're actually slowing global warming. It really is a win-win. And Komal doesn't want to solve hunger in just California. She wants to solve world hunger — period.

W3: It's not about optimism or pessimism. I think it's just that we're hell-bent on making it happen. This isn't going to be an overnight thing. It's got to be policy change. It's going to be other entrepreneurs. It's going to be really big companies and institutions also taking a stand and saying that you know what? We don't tolerate perfectly great food being wasted.

P: Look, no one likes throwing out food. So, we made a simple guide to help you waste less. To find out more go to climate.universityofcalifornia.edu.

Appendix

APPENDIX A. 1.3 THE OLYMPIC SPORTS (ROUNDTABLE ACTIVIVTY)

Pankration



Toledo 1961.24
Side B: pankration
Photograph by Maria Daniels, courtesy of the Toledo Museum of Art

This event was a grueling combination of boxing and wrestling. Punches were allowed, although the fighters did not wrap their hands with the boxing **himantes**.

Rules outlawed only biting and gouging an opponent's eyes, nose, or mouth with fingernails. Attacks such as kicking an opponent in the belly, which are against the rules in modern sports, were perfectly legal.

Discus



Boston 01.8020
Tondo: discus thrower
Photograph courtesy of the Museum of Fine Arts, Boston

The ancient Greeks considered the rhythm and precision of an athlete throwing the discus as important as his strength.

The discus was made of stone, iron, bronze, or lead, and was shaped like a flying saucer. Sizes varied, since the boys' division was not expected to throw the same weight as the mens'.

Chariot racing



Tampa 86.34
Side A: charioteer and chariot box at left
Photograph by Maria Daniels, courtesy of the Tampa Museum of Art

There were both 2-horse chariot and 4-horse chariot races, with separate races for chariots drawn by foals. Another race was between carts drawn by a team of 2 mules. The course was 12 laps around the stadium track (9 miles).

Jump



Boston 01.8020
Side A: jumper
Photograph courtesy of the Museum of Fine Arts, Boston

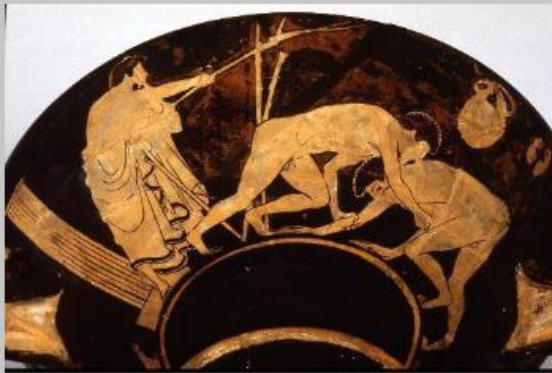
Athletes used lead or stone jump weights (**halteres**) shaped like telephone receivers to increase the length of their jump. The **halteres** were held in front of the athlete during his ascent, and forcibly thrust behind his back and dropped during his descent to help propel his body further.

APPENDIX A. 1.3 THE OLYMPIC SPORTS (ROUNDTABLE ACTIVIVTY)

Pictures retrieved from:

<http://www.perseus.tufts.edu/Olympics/sports.html>

Wrestling



Philadelphia MS2444
Side A: trainer watching wrestlers

Photograph by Maria Daniels, courtesy of The University of Pennsylvania Museum of Archaeology and Anthropology

Like the modern sport, an athlete needed to throw his opponent on the ground, landing on a hip, shoulder, or back for a fair fall. 3 throws were necessary to win a match. Biting was not allowed, and genital holds were also illegal. Attacks such as breaking your opponent's fingers were permitted.

Running



Philadelphia MS739

Main panel: runner on right

Photograph by Maria Daniels, courtesy of The University of Pennsylvania Museum of Archaeology and Anthropology

There were 4 types of races at Olympia. The **stade** was the oldest event of the Games. Runners sprinted for 1 **stade** (192 m.), or the length of the stadium. The other races were a 2-**stade** race (384 m.), and a long-distance run which ranged from 7 to 24 **stades** (1,344 m. to 4,608 m.).

And if these races weren't enough, the Greeks had one particularly grueling event which we lack. There was also a 2 to 4-**stade** (384 m. to 768 m.) race by athletes in armor. This race was especially useful in building the speed and stamina that Greek men needed during their military service. If we remember that the standard hoplite armor (helmet, shield, and greaves) weighed about 50-60 lbs, it is easy to imagine what such an event must have been like.

Javelin



Boston 98.876

Side A: athletes

From Caskey & Beazley, plate XXXVII. With permission of the Museum of Fine Arts, Boston.

The javelin was a man-high length of wood, with either a sharpened end or an attached metal point. It had a thong for a hurler's fingers attached to its center of gravity, which increased the precision and distance of a javelin's flight.

APPENDIX B: 1.4 DID YOU KNOW? (WRITING ACTIVITY)



REPLY  



REPLY  



REPLY  

APPENDIX C: 1.3 WE ARE WHAT WE EAT (SPEAKING ACTIVITY)

Brazil



Feijoada served in Curitiba, Brazil

Brazil's national dish is feijkoada – a thick stew with pork and beef that is prepared in a clay pot and served with rice. Yams or tapioca are also eaten as the carbohydrate component in dishes. A light dinner could consist of coffee, bread, cheese and cold cuts of meat.

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India



An Indian meal consisting of biryani, potato curry, chapathi and chicken

It is believed that between 20 per cent and 40 per cent of India's population are vegetarian – a statistic made difficult to pinpoint due to the fact that Indian Hindus do not consider people who eat eggs to be vegetarian. Therefore, Indian dinners can consist of a carbohydrate of rice, rotis or naan served with daal lentils or meat and cooked vegetables. But an average dinner will depend on the dozens of regional variations.

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APPENDIX C: 1.3 WE ARE WHAT WE EAT (SPEAKING ACTIVITY)

Indonesia



Food served in a restaurant in Jakarta

There's a saying in Indonesia that its people aren't full unless they've eaten rice – but what it is served with depends on the region. Chicken, tofu, and fish are popular options for dishes which are served alongside raw or blanched vegetables, and seasoned with spices. Soup is often served on the side, as well as crackers or *kerupuk*.

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Iran



Iranians prepare food

Steamed rice is the centrepiece of Iranian cooking, and is often seasoned with saffron, apricots and currants – known as jewelled rice – or with dill. Heaps of rice are served with earthy curries – often made with ground nuts – with meat stews, or alongside kebabs and fish. Aash, a type of thick soup sometimes containing noodles and barley – is also popular.

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APPENDIX C: 1.3 WE ARE WHAT WE EAT (SPEAKING ACTIVITY)

Italy



11

A dish of pasta and pesto with pine nuts

Italy is known for its myriad types of pasta and pizza, but dishes of meat, vegetables and fish are also enjoyed as the chief component of main meals.

A traditional Italian meal consists of a small antipasto starter; a first course of pasta, soup, rice or polenta; followed by the secondo main course alongside a platter of vegetables, known as the contorno.

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Jamaica



11

The food in Jamaica mixes flavours from Spain, the UK, Africa, India and China. Rice is a staple in Jamaica, and is often served with and peas. Ackee and saltfish is also a popular meal – both for dinner and breakfast – and is devoured with rice and peas, bread, dumplings, friend plantain or boiled green bananas. Meats – the most popular being pork and chicken – are often seasoned with sweet-yet-hot jerk spices.

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APPENDIX C: 1.3 WE ARE WHAT WE EAT (SPEAKING ACTIVITY)

Nigeria



A plate of white rice, grilled chicken and sauteed beef

A hugely diverse country, Nigeria does not have on particular national dish. But spiced boiled yams, or isu, stews with fish, and spicy jollof rice make up many Nigerian dinners. Cassava, corns, beans and plantains also often appear in Nigeria food. ●

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US



A cheeseburger and french fries are served up at a Shake Shack restaurant in Chicago, Illinois.

Meat and potatoes of various styles dominate dinner plates in the US: be it hamburger and chips, fried chicken with mash potatoes, or steak with baked potatoes.

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APPENDIX D: 1.4 DID YOU KNOW? (PRONUNCIATION ACTIVITY: BINGO)

MEET	SEE	CHEAP
MEAT	SEA	CHIP
BIT	SHEEP	BEAT
BEET	SHIP	BIT
SIN	HIT	FIST
SCENE	HEAT	FEAST
FIT	LID	SIT
FEAT	LEAD	SEAT
LIP	DIP	CHEAT
LEAP	DEEP	CHIT

MEET	SEE	CHEAP
MEAT	SEA	CHIP
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RATIONALE

You and the World is an attempt of creating an English material based on the purposes of Communicative Language Teaching (CLT) and Critical Thinking (CT). This project is composed by two independent units that are divided in five parts and uses various sections. The way each section is posed in the unit serves the purpose of being as inductive as possible. Bearing in mind the communicative goals and the connection to real life English both units were then developed following what Hammer (2012) says about CLT.

“Communicative Language Teaching focuses on the idea that people get language if they have opportunities to use it, and that if students have a desire to communicate and a purpose for communicating (rather than just practicing a grammar item), than language learning ‘will take care of itself’.”

The developments of the units were also based on Vygotsky’s Zone of Proximal Development, in which the learning process moves from topics students already know to topics students don’t know yet, never forgetting that all abilities are intertwined. It fosters activities that mingle the four abilities (*Speaking, Listening, Reading and Writing*) while developing a communicative lesson. Seeing that “communication involves the exchange of potential meanings between speakers and listeners, ultimately aiming at reaching an understanding” (CARNEIRO AND OLIVEIRA, 2017) the sections are in a certain order so there can be an easier integration of abilities, thus making communication and learning richer and more connected to students’ lives.

Following Wood’s (1976) Scaffolding, the Units are challenging students’ abilities and capacity, so they can focus and complete the elements they already know, and later develop the abilities in a more conscious way. The role of the teacher and the students differ a bit from the top-down approaches we are used to. John (1991:2 apud ORFANÓ AND OLIVEIRA, p.165, 2014) says that the students should be the investigator of knowledge, “using authentic data in a contextualized way”, making students more aware of the use of real language. While Guan, 2013 says that teachers should move from being the knowledge initiators to being the promoters of meaning

construction, and students should become active constructors of their own knowledge instead of being mere “passive recipient” (p.111.)

The use of authentic material makes the units meaningful, and as language teaching should focus on “Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use.” (RICHARDS; RODGERS, 2002, p.161) By showing students real life English productions they will be able to understand better the language, as Schmidt (1995 apud HINKEL, 2001) observations on language exposure “[...] through exposure to models and examples, learners can become aware of regularities in input and thus accurately judge the grammaticality of structures they have never before encountered”. Presenting vocabulary and grammar inductively would certainly encourage students to try and learn more, because they would be more confident to do so.

As said previously the units are divided in five parts. Both Units have an Introduction part that brings pictures, sayings, whole group conversation, and vocabulary activities about the topic that is being studied. This first part is to be used as a warm-up and a way to make students more interested on what is going to be studied. They also have a ‘Did you know?’ part, that is also the last part of the unit, in which students are presented with some not-so-known or surprising facts about the topics studied. This part is to be used as a wrap up of all the many variants inside the main topic worked on the Unit. It also serves the purpose of linking even more the topic to students lives. The other three parts differ on both units and are used for a specific purpose in each one of them. All five parts are composed by sections that are organized throughout the unit on various formats, so they don’t follow a pattern or an order. They are as follow:

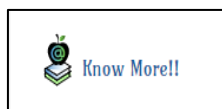


‘You and the world’ brings the name of the book and it is a section used to initiate the topic of the Unit, like a warm up. Its main goal is to present the topic to students showing them things they already know about what is going to be learnt. On both Units it brings pictures, sayings, discussion with the whole group and with pairs, and a vocabulary activity. This section is set on this way in order to make students more comfortable and more confident to expose their ideas and give the teacher the

information they need to know more about the class and how each lesson will be developed.



'*Think think think*' is used to the presentation and practice of the grammar topics introduced in both Units. It comes after a reading or a listening section in order to scaffold students' knowledge, raise awareness on the grammar in an inductive way and make students more comfortable to analyze and understand grammar in a more meaningful, relevant and real way.



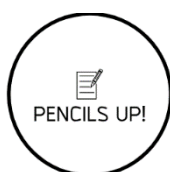
'*Know More*' is destined to reading activities, being for interpretation or for grammar presentation. In this section students and teacher will find texts coming from different genres and types, News, blog entries, saying, pictures, quotations and so on. In both Units the section is used as an exposure of grammar to students so they can develop further knowledge of the topic by their own means. It is followed by one or two interpretation activities and later by the '*Think think think*' section. It is divided into pre-reading, reading and post-reading activities. For pre-reading students are invited to think on the topic from the text and expose their opinion and knowledge. During reading, students will confirm their predictions, clarify comprehension and new words. In the post-reading, students will build new knowledge, highlight key information and link the text to their lives.



'*Listen up!*' is the section focused on Listening practice that brings videos to shed light on the topic presented on the Unit. It is used in **Unit: The Olympics** with two different purposes, time it presents a grammar topic that is then followed by interpretation and opinion question, and then by the '*Think think think*' section. In other occasion it is used for listening ability and development, using gist, guessing and conversation to understand better the videos exposed. In **Unit: We are What We Eat** it focus mainly on listening abilities and development, using as a basis FCE test activities. It brings besides the discussion to develop awareness, guessing, gap filling, interpretation of paraphrased texts, and focus on specific word and vocabulary.



'*Speak Out*' is designed to the practice of Speaking abilities with simulations of real life events. It is presented on both Units on the third part of each Unit. On **Unit: The Olympics** speaking is used as performance through a roundtable. Students have to use appropriate language, vocabulary and format, present information and give their opinion following the steps they had previously learnt. In **Unit: We are What We Eat** speaking is done in two task-based activities and is used as interaction and transaction. Students are expected to open and close conversation, take turns, react to others, explain and describe things, ask and answer questions.



'*Pencils Up!*' has writing as the main goal and it considers the writing activity as a process. Students are given real life, meaningful input as models and their production is inspired on that, in both Units the writing process is based on social media. For **Unit: The Olympics** the use of comments on YouTube videos and replies to other people's comments are worked. Students will have time to plan, write, correct and re-write their production. For **Unit: We are What We Eat** will be challenged with Twitter, as they will have to plan and write a fun tweet about the Unit topic.



'*Sound On*' is a section destined to teaching pronunciation. It focuses on topics that are more problematic to Brazilian students such as the sound of the -ed on past regular verbs, and the differences between long and short sounds, specifically the sounds of vowel i. The activities are also developed with communicative purposes, linking theory to practice and real life.

Developing these Units were not an easy task considering the Brazilian language teaching environment. Teachers and students are already so used to the books and teaching methods that from time to time it is rather difficult to think outside the box. Even though this may seem hard, creating a new, fresh material that uses real life input and considers students as the developer of their own knowledge made it all

very fulfilling and enlightening. Moreover, I hope all the activities here presented can help new and old teachers to do a better job, to learn more about the language and to teach Real English.

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