

Universidade Federal de Minas Gerais

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Língua Inglesa

**CRIAÇÃO DE UNIDADES DIDÁTICAS PARA USO EM
SALA DE AULA**

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Três Corações-MG

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Trabalho apresentado no Curso de Especialização em Ensino de Língua Inglesa de Pós-Graduação “Lato Sensu” – CEI, da Faculdade de Letras da Universidade Federal de Minas Gerais - UFMG, como requisito para obtenção do grau de especialista.

Três Corações – MG

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I would like to dedicate this work for everybody that, direct or indirectly, have helped me to complete this course.

ACKNOWLEDGMENT

I would like to thank God for important people that have helped me to improve my knowledge:

My parents,

My professors, especially, Ana Larissa Adorno Marciotto Oliveira, preparation of materials' professor,

My colleagues of CEI.

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

(Stephen Krashen)

CONTENTS

<u>SUMMARY.....</u>	<u>7</u>
<u>RATIONALE FOR THE ACTIVITIES PROPOSED.....</u>	<u>8</u>
<u>UNIT 1.....</u>	<u>12</u>
<u>FOOD AROUND THE WORLD.....</u>	<u>12</u>
<u>B) Fresh Fruit Salad.....</u>	<u>14</u>
<u>UNIT 2.....</u>	<u>20</u>
<u>FOOD: PLEASURE X PAIN.....</u>	<u>21</u>
<u>My Battle with Eating Disorders</u>	<u>22</u>
<u>Seventeen contributing editor Demi Lovato opens up about her struggles with eating disorders and bullying, and talks about how you can stand up to the pressure to be perfect.....</u>	<u>22</u>
<u>By Demi Lovato</u>	<u>22</u>
<u>.....</u>	<u>23</u>
<u>BOOKLET: EXTRA ACTIVITIES.....</u>	<u>32</u>
<u>REFERENCES.....</u>	<u>45</u>

SUMMARY

The purpose of this final paper is to present two teaching units based on the communicative approach.

It aims to present such activities from a cognitive and sociocultural perspective. It will also discuss contemporary issues involved in the development of a student.

This paper also gives some examples of communicative activities that can be developed in the class.

RATIONALE FOR THE ACTIVITIES PROPOSED

“Meaningful learning will lead toward better long-term retention than rote learning.”
(Brown, 2000)

It can be said that the term communicative has several meanings for different people. This final paper presents two units concerned about the fundamentals of the communicative approach; it deals with the cognitive, humanistic and sociolinguistic views of teaching and learning a foreign language.

The cognitive view is related to the students' efforts to learn. The growing emphasis on cognitive psychology, multiple intelligences and information processing models, in general, has given special impetus to the area of applied research related to language learning. In this approach, activity development emphasizes the design of tasks that will allow learners to experience kinds of cognitive involvement such as problem-solving tasks, project production, film reports, reading/listening comprehension and note-taking.

The humanistic view incorporated by the communicative approach assigns a high value to people to be responsible for their own learning, making decisions for themselves, choosing more learner-initiated activities, and expressing feelings and opinions about needs, abilities and preferences.

In the communicative framework, the teacher acts as a facilitator of the learning process. Cooperation between learners and teachers is stressed and group work is emphasized.

This paper has been planned to give a broad support for teachers in the ESL teaching process and it was organized in two units in an easy access to students in a communicative context.

According to Rita de Cássia Tardin Cardoso in *The communicative approach to foreign language teaching*, the communicative approach is the way of teaching to develop the real communication in the classroom. Much importance is given to develop message-focused activities that attend to or simulate the conditions of real interaction and communication in the classroom.

So, this paper tries to involve the learners in the construction of meaning from the discursive practice. For this reason, texts with relevant topics are used by the learners and different activities are proposed not only aiming the development of linguistic skills, but also the development of competencies that make the student able to understand and participate critically in the world he/she lives.

The teacher is the person that guides and encourages the students, who play the role of agents of their learning.

Teaching a foreign language implies a condensed and often contradictory vision of the student as a whole person in the building of what is a foreign language, and of teaching and learning another language. It is a vision that encompasses feelings of the teacher in relation to instruction, the students, the target language, the subjects, the profession, and the target culture. Teaching means helping/guiding the student to find his way in the process of the construction of meaning in the target language, thus helping him/her to develop a competence in the new language.

(Cardoso,2004)

The students do not wait to receive all things, they are encouraged to create hypotheses and infer deductions observing different language contexts.

Learning a foreign language, on the other hand, also embraces specific configurations of affectivity (motivation, risk taking capacity, level of anxiety, peer pressure) with respect to the target language, Learning language involves a process of developing communicative competence through social interaction and the construction of meanings.

(Cardoso, 2004)

Learning a target language means learning to interpret and convey meaning in that new language and this implies forming relationships with others in a search for experiences which are complex, valid and personally relevant as well as preparing for the way for future actions. Learning a foreign language thus involves the pupil in an outward expansion from a hub by

forming interactive relationships in the target language that will gradually demystify it or make it seem less foreign.

(Almeida Filho, 1993)

The sociolinguistic view of the communicative approach is related to the socialcultural dimensions of a language. So, we have to consider two concepts: input and intake.

Krashen (1985) explained language learning in terms of “comprehensible input”. Comprehensible input according to Krashen is what he identified as 1 in his “i+1” model of explaining language acquisition as a process with a natural order. According to Corder (1967), intake refers to what is taken in; or rather, what is actually internalized (Gass and Selinker: 1994).

According to these assumptions, this paper proposes an interdisciplinary and contextualized learning in which the teaching of second language inserts in a real social life. The activities presented were developed according to the social themes and different kinds of activities to improve the learner`s skills were used.

The teaching of English has been organized according to four language skills: reading, writing, listening and speaking. However, these skills do not happen separately, in different contexts and social practices they mingle. According to this idea, this paper also refers to these four skills (reading, writing, listening, speaking), considering their uses in different contexts and their possible way to interact.

Considering the evaluation of the teaching-learning process; it is essential to verify not only grades, but also the education process. Then, it is necessary to offer students to practice and think about their learning.

Littlewood notes that communicative activities are helpful in providing whole-task practice where various types of communicative activity are structured to suit the learners' level of ability (1981, 17). For example, by engaging students in the activity of interviewing one another, followed by writing about a report and representing it in class, the students' speaking, listening, writing and thinking skills are developed at the same time.

Communicative activities also improve natural learning when the learner is involved in using the language for communication, and create a context which supports learning where positive personal relationships are developed among the learners, and between the learners and teachers (Littlewood, 17-18).

Rivers (1992) has also pointed out the importance of creating a non-threatening class atmosphere for students to interact freely with one another. In particular, it is important for the teacher to meet the social needs of the students by creating warm and accepting class groups where students readily support one another (Senior, 2000, 398).

So, this paper proposes learning activities based on the communicative approach, which opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of communicative functions that it performs.

UNIT 1

FOOD AROUND THE WORLD

Function: Understanding and giving instructions

Level: Basic (High School)

Grammar: Imperative forms

Vocabulary: Words and expressions related to recipes

Text genre: Recipes

Objective: Enable students to write a recipe

BEFORE-READING: GIVE OPINIONS

1. What is your favorite kind of food?
2. Which food and drink is common in your country?
3. Which foreign food and drink is popular in your country?
4. Based in your habits and your knowledge about Brazilian food, answer: which of the ingredients do you think are common in a Brazilian meal?
5. Think about Brazilian food. Do you know a traditional Brazilian recipe? Which?

READING: BEHIND THE WORDS

1. Make groups of three (Student 1, 2 and 3) to read the texts below (Texts A, B, C). Each member of the group should read about a recipe. When you finish reading about your recipe, do the exercises.

Student 1 – Hamburger

Student 2 – Fresh Fruit Salad

Student 3 – Caramel Smooth

(Pic. 1)

Ingredients**A) Hamburger**

1 unit (s) hamburger bun

1 unit (s) beef burger (s)

sliced onion

mustard

ketchup

Preparation: Open the bread, put the hamburger, onions, mustard and ketchup. Then serve it.



Adapted from: <http://cybercook.terra.com.br/receita-de-hamburguer-simples.html?codigo=3600>

B) Fresh Fruit Salad

(Pic.2)

Ingredients:

- 6 peaches,
peeled, pitted,
and chopped
- 1 pound
strawberries,
rinsed, hulled, and sliced
- 1/2 pound seedless green grapes
- 1/2 pound seedless red grapes
- 3 bananas, peeled and sliced
- 1/2 cup granulated sugar, or less, to taste



Dressing:

- juice of one lime
- 1/2 cup pineapple juice
- 1 teaspoon ground ginger

Preparation: Combine chopped and sliced fruits in a large serving bowl; toss gently. Sprinkle with sugar. Whisk together remaining ingredients in a small bowl or 1 cup measure. Pour dressing mixture over fruit and toss gently to combine. Cover and chill the fruit salad thoroughly before serving.

This fruit salad recipe makes enough to serve about 10 to 12 people.

<http://southernfood.about.com/od/fruitsalads/r/bl90612f.htm>

C) Caramel Smooth

(Pic. 3)

Ingredients:

1 cup cold milk
 1/3 cup caramel syrup
 2 cups coffee ice
 cream

Preparation: Place all ingredients in blender and blend until smooth and thick. Garnish with whipped topping and caramel syrup.

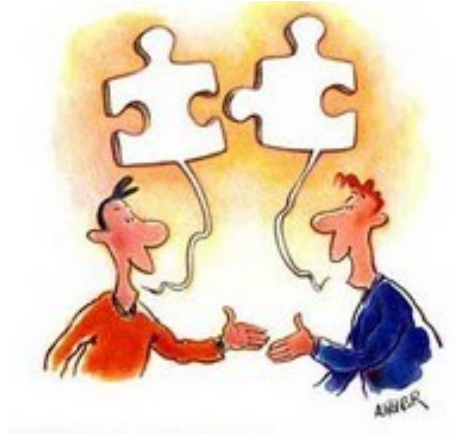


<http://www.buttermilkpress.com/blog/smooth-caramel-latte-milkshake-anyone>

2. Now complete the chart with the information on the recipe you read about.

a) How many ingredients are there in the recipe?	
b) What ingredients are there in the recipe?	
c) How much do you spend to buy these ingredients?	

3. Use the chart to tell the other people in your group the information on the recipe you read about.



(PIC. 4)

4. Compare the three recipes using the information you now have and answer.

a) Which recipe needs more ingredients?

b) Which recipe needs fewer ingredients?

c) Which recipe takes longer to prepare?

d) Which recipe is more expensive?

e) Which one would you prefer?

5. Complete the gaps using information about the text.

The recipe...



(Pic. 5)

... was extracted from _____was written by _____
 ... was written to _____

AFTER READING: GENRE ANALYSIS

1. Identify the characteristics related to recipes. Put an "X" if the statement is true.

- a) () The recipe is a text genre in which there is a set of directions with a list of ingredients.
- b) () A recipe is used to make or prepare something, especially food.
- c) () The recipes usually have the verbs in imperative form.
- d) () A recipe is used only to prepare food.

VOCABULARY IN USE

1. Go back to the texts and complete the chart below with words .

VERBS	
NOUNS	
WORDS THAT EXPRESS SEQUENCE	

***Remember to include new words in your glossary. It's a great support for
vocabulary learning!***

PRONUNCIATION PRACTICE

1. Mark an X or circle the words that finish with vowel sound.

- a) Milk
- b) Coffee
- c) Onions

GRAMMAR IN USE

1. Which form of the verb is used in the texts? Choose the correct alternative.

- a) () Indicative form (real situation)
- b) () Subjunctive form (hypothetical situation)
- c) () Imperative form (order or request)

2. Now it is your turn. Write some more verbs or collocations that give instructions for a recipe. Look at the examples.

MIX THE INGREDIENTS... /CHOP THE MEAT...



(Pic. 6)

IN OTHER WORDS

The imperative verbs forms are used to express the communicative intention of providing instructions, suggestions, give orders or commands.

LISTENING

Let's watch a video about how to make a **carrot apple beet juice**. Try to note the verbs that have been used to give the instructions for the recipe.

http://www.youtube.com/watch?v=nGV9J_S_ryY&feature=player_detailpage



(Pic. 7)

WRITING

1. Interview a friend or think about the answers for the following questions. Take notes that may help you answer them.

- a) What's your favorite food?
- b) Who prepare food in your house?
- c) What do you usually eat for breakfast, lunch, and dinner?
- d) Which kind of recipe do you like to do (salad, dessert, fast food...)?

2. Use your notes from exercise 1 above and write your favorite recipe. Write the text step by step. Write all the ingredients and don't forget to explain the method to prepare

.



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(Pic. 8)

SELF-ASSESSMENT

Let's think about the unit!

- a) Did you like the topic of this unit? Yes/No, why?
- b) Which activities did you like best? Why?
- c) Which activities did you like least? Why?
- d) How much did you learn in this unit?
 So much Enough Not so much

TIPS

Visit the website below and find out curiosities about the cuisines around the world.

www.bbcgoodfood.com/content/recipes/cuisines



(Pic. 9)

UNIT 2

FOOD: PLEASURE X PAIN

Function: Understanding and using the gerund (ING)

Level: Basic (High School)

Grammar: The modal verb *should*

Vocabulary: Words and expressions related to the related stories and advances.

Text genre: Related story

Objective: Enable students to write a piece of advice.

BEFORE READING: GIVE OPINIONS

Classify the food items below according to your preferences.

1) I LOVE IT

2) I LIKE IT

3) I DON'T LIKE IT

4) I HATE IT

a) () Rice, pasta, cereal...

- b) () cookies, bread, cakes...
- c) () Pork, lamb, meat...
- d) () Chicken, fish, eggs...
- e) () Potatoes, tomatoes, carrots...
- f) () Apples, grapes, pineapples...
- g) () Broccoli, lettuce, cabbage...
- h) () Milk, cheese, yogurt...
- i) () Sweets, chocolate, ice cream...



(Pic. 10)

READING: BEHIND THE WORDS

1. Many people have problems with food or have some kind of “eating disorder”.
Read the text below and answer the questions.

My Battle with Eating Disorders

Seventeen contributing editor [Demi Lovato](#) opens up about her struggles with eating disorders and bullying, and talks about how you can stand up to the pressure to be perfect.

By Demi Lovato



I started compulsively overeating at a very young age. And then I almost stopped eating altogether at the age of 12, after [being harassed](#) by kids at school, for being "fat". My eating disorder will continue to affect me for the rest of my life, but I'm proud to say that I got the help I needed, and am now the happiest and healthiest I have ever been!

Eating disorders are serious and complex problems that affect millions of young men and women all over the world. But so many people don't actually understand them. For example, it's a common misconception that eating disorders are just about food. But they're actually about so much more than that.

Eating disorders often stem from feelings of low self esteem, depression, anxiety, or in my case, being teased and ridiculed for my weight. I also believe that a big contributing factor to these feelings is the pressure that's out there to [meet](#) impossible standards.

This is why I'm so proud of my partnership with the [Jed Foundation](#) for the [Love Is Louder Than the Pressure To Be Perfect](#) Campaign. Through the campaign we encourage everyone to [love](#) who they are and embrace the so-called "flaws" that actually make each of us unique.

If you or someone you know is suffering from an eating disorder, it's important to speak up. The people that suffer this should seek professional help. There are a lot of great websites out there with tips on how to deal, and more information about the disease. A great one that I recommend is [The National Eating Disorders Association](#).

You *can* get help, and you *can* feel better.

STAY STRONG.

Love,

Demi Lovato

Adapted from: http://www.seventeen.com/health/demi-lovato-eating-disorder?click=main_sr

- a) What problem did she have?
 - b) What advice she gives for the teenagers that have the same problem?
 - c) If you could give a piece of advice for the people that have eating disorder, what advice would you give instead? Why?
 - d) Are you a person who pleases yourself? In what situation (s)?
2. Talk to a classmate about the topic discussed in the text above: eating disorder.



(Pic. 11)

- a) What do you think about this?
- b) What may cause this problem?
- c) Do you know anyone that have the same or a similar problem?
- d) If you have a friend with a problem like this, what advice would you give him/her?

3. Finish these sentences using information about the text. Try to give as many details as possible.

- a) The text was extracted from _____
- b) The situation was written by _____
- c) At the end of the text, the author gives her readers a piece of _____
- d) The advice, on the last paragraph, was written specifically to _____

AFTER READING: GENRE ANALYSIS

Below there are some of the characteristics of the genre “related story”. Study each characteristic and identify what topics are true or false. If they are false, correct them.

- a) () There is a problem (a situation).

- b) () There is an identification of the person that reported his/her story.

- c) () The text is written in the third person singular.

- d) () There is some advice to the readers .

VOCABULARY IN USE

Go back to the text, look at the last paragraph and identify the expressions that Demi Lovato has used to give advice.



(Pic. 12)

PRONUNCIATION PRACTICE

1. Mark an X or circle the words that finish with consonant sound.

- a) Someone
- b) Eating disorders
- c) People

GRAMMAR IN USE

Below is the reproduction of one part of the text that you read. Look at it again and do the exercise about the modal verb **SHOULD**.

The people that suffer this should seek professional help.

1. Choose the correct answer. In the sentence above, the verb should was used to give a/some:

- a) () Advice/Suggestion
- b) () Possibility/Probability
- c) () Necessity/Obligation

2. Now make sentences using the modal verb should/shouldn't, like the example.



(PIC.13)

IN OTHER WORDS

The modal verb **should** can be used for to give an advice or a suggestion (You should see a doctor immediately.), to express a possibility or a probability (He should be dating that girl.) and a necessity or an obligation (Someone should pay for the damages.).

Let's watch a video about eating disorders. Try to write down some advices that the doctor gives.

<http://www.youtube.com/watch?v=3k1oDoZ0Vt4&feature=relmfu>



(Pic.14)

WRITING

1. Read the letter that a girl has sent to an online magazine for teens. What advice would you give her?

Anorexic eating disorder advice, please - I think I'm anorexic

Dear Mookychick,

I think I am anorexic. I know intellectually that I am in a healthy weight range for my height and age, yet every time I look in the mirror all I can see is fat. I've stopped eating anything except for the evening meal at night so my parents won't get suspicious, and fake dirty dishes so they'll think I'm eating. This isn't healthy behavior but I can't seem to stop. [...]

I'm sorry if this jumps around a bit, and that it's so long, but I just need some help. I don't know what else to do.

Love, Anonymous Me xxx

Adapted from: <http://www.mookychick.co.uk/opinion/life-love-advice/ithinkimanorexic.php>

2. In pairs, write a short message with advice for the girl on an extra sheet of paper. Consider these important steps to produce your text:

- a) Write a draft.
- b) Ask a classmate to read it and give you a feedback.
- c) Read your draft again and make the necessary changes.
- d) Write your final copy and show it to your classmates and teacher.

SELF-ASSESSMENT

Let's think about the unit!

- a) Did you like the topic of this unit? Yes/No, why?
- b) Which activities did you like best? Why?
- c) Which activities did you like least? Why?
- d) How much did you learn in this unit?

() So much () Enough () Not so much

TIPS

Visit the website below and find out curiosities about eating disorders.

www.nationaleatingdisorders.org



BOOKLET: EXTRA ACTIVITIES

UNIT 1

Warm up

1. Think about the questions below and talk to your friend

- a) What's your favorite food?
- b) Do you like to cook?
- c) What kind of food do you like to prepare?

Activate

Read the text below and answer the questions.



(Pic.15)

Prep time: about 15 minutes

Ingredients:

- 1 standard-sized bagel, cut in half
- tomato sauce
- shredded mozzarella cheese
- toppings like diced green pepper, chopped onion, or chopped tomato (whatever you like)
- seasonings like oregano, basil, and pepper

Utensils:

- oven (you'll need help from your adult assistant)
- knife (you'll need help from your adult assistant)
- baking sheet

Directions:

1. Preheat the oven to 325° F.
2. Spread tomato sauce on each bagel half.
3. Sprinkle the shredded cheese all over the tomato sauce on each half.
4. Add your favorite toppings.
5. Put a light sprinkling of seasonings on each half.
6. Put your bagel halves on the baking sheet.
7. Bake in the oven on low heat for about 5 to 8 minutes. You'll know they're done when the cheese is bubbly.
8. Let cool for a minute, then enjoy your *pizzas!*

Serves: 1

Adapted from: <http://kidshealth.org/kid/recipes/recipes/pizzas.html>

Question 1 - Where is the recipe from?

Question 2 - How many ingredients are there in the recipe?

Question 3 - What ingredients are there in the recipe?

Question 4 – Is this recipe for kids or adults? Justify with a part of text.

Question 5 - How much do you spend to buy these ingredients?

Produce

Write a small text, talking about your favorite recipe.

BOOKLET: EXTRA ACTIVITIES

UNIT 2

Warm up

1. Think about the questions below and talk to your friend

- a) What kind of food do you like to eat?
- b) How often do you usually eat fruit or vegetables?
- c) Do you know anyone that has problems with food (eating disorders)? If you had, what advice could you give him/her?

Activate

Read the text below and answer the questions.

Tikvah

My name is Temimah Zucker. I am a 21 year old college student. My father is a Rabbi, I love Disney, I have a dog named Ferdie, and I suffered from Anorexia. I started Queens College in Fall 2008 and some would call that time my one-fifth life crisis. Many of my friends had gone away to Seminary in Israel for the year (as is customary for the year after graduating high school), I was starting a new school, moved out of my house for the first time, and had been horribly betrayed by two close friends that summer. I developed a deep clinical depression and this was soon followed by anorexia.

(<http://www.nationaleatingdisorders.org/information-resources/stories-of-hope.php>)

Question 1 –Who wrote this story?

Question 2 – What's her problem?

Question 3 – Problems like this are more common with kids, teens or adults?

Question 4 – What do you think the editor answered to her?

TEACHER'S GUIDE

UNIT 1

Specific objectives:

1. Recognize and practice, in oral and written forms, the linguistic function "talk about recipes".
2. Develop reading strategies: scanning, skimming, raise hypotheses and the use of context.
3. Develop critical attitudes.

Before reading: give opinions

The activities are focused on classrooms discuss: pair activities or group activities.

Activities from 1 to 5:

Open.

Reading: behind the words

Students are encouraged, by the teacher, to make hypotheses observing different language contexts.

Activity 2:

a) How many ingredients are there in the recipe?	A) 5 B) 9 C) 3
b) What ingredients are there in the recipe?	A) Hamburger bun, beef burger, onion, mustard ketchup. B) Peaches, strawberries, green grapes, red grapes, bananas, sugar, lime juice, pineapple juice, ginger.

	C) Milk, caramel, coffee ice-cream.
c) How much do you spend to buy these ingredients?	Open.

Activity 3: Open.

Activity 4:

- a) The fresh fruit salad.
- b) The caramel smooth.
- c) The caramel smooth.
- d) Open.
- e) Open.

Activity 5:

A) Hamburger:

[http://cybercook.terra.com.br/receita-de-hamburguer-simples.html?](http://cybercook.terra.com.br/receita-de-hamburguer-simples.html?codigo=3600)

[codigo=3600;](http://cybercook.terra.com.br/receita-de-hamburguer-simples.html?codigo=3600)

Didn't mention it;

For everybody that likes it.

B) Fresh fruit salad:

[http://southernfood.about.com/od/fruitsalads/r/bl90612f.htm;](http://southernfood.about.com/od/fruitsalads/r/bl90612f.htm)

Didn't mention it;

For everybody that likes it.

C) c) Caramel smooth:

[http://www.buttermilkpress.com/blog/smooth-caramel-latte-milkshake-anyone;](http://www.buttermilkpress.com/blog/smooth-caramel-latte-milkshake-anyone)

Didn't mention it;

For everybody that likes it.

After reading: genre analysis

In this moment the students deepen and broaden the discussion of the topics presented, inviting the student to think critically about the topics proposed.

Activity 1:

- a) (X)
- b) (X)
- c) (X)
- d) ()

Vocabulary in use

In this topic, students practice oral and written activities, systematizing the study.

Activity 1:

VERBS	A) Open, put, serves. B) Combine, Sprinkle, remaining, dressing, combine, cover, chill, serving, makes, serve. C) Place, blend, garnish.
NOUNS	A) Hamburger bun, beef burger, onion, mustard, ketchup. B) Peaches, strawberries, grapes, bananas, sugar, juice, lime, pineapple, cup, teaspoon, ginger, fruits, bowl, ingredients, salad, recipe, people. C) Cup, milk, caramel syrup, coffee ice cream, ingredients, blender, whipped topping.
WORDS THAT EXPRESS SEQUENCE	A) Then. B) - - - C) Until

Pronunciation practice

It is the moment that students can practice their knowledge about the pronunciation of the words.

Activity 1:

- a) ()
- b) (x)
- c) ()

Grammar in use

The goal is not to use the text to teach grammar, but from the observation and analysis of the text, allow the students to draw their own conclusions about the grammar rules and practice them correctly.

Activity 1:

- a) ()
- b) ()
- c) (X)

Activity 2:

Open.

Listening

The unit proposes some activities of listening that allow the students to listen, observe and repeat some words and structures studied along the unit.

Activity 1:

Shaves, cut, put, including.

Writing

The writing is developed from the main topics of units, contributing to student involvement in the construction of meaning.

Activity 1 from letter “a” to letter “d”:

Open.

Activity 2:

Open.

Self-assessment

This section allows the students to check their knowledge and opinions about the contents and topics studied.

Activity 1 from letter “a” to letter “d”:

Open.

Tips

This topic allows student to practice or study more about the theme learned.

UNIT 2

Specific objectives:

1. Recognize and practice, in oral and written forms, the linguistic function “talk about eating disorder”.
2. Develop reading strategies: scanning, skimming, raise hypotheses and the use of context.
3. Develop the critical attitudes.

Before reading: give opinions

The activities are focused on classrooms discuss: pair activities or group activities.

Activity 1 from “a” to “i”:

Open.

Reading: behind the words

The students are encouraged, by the teacher, to make hypotheses and infer deductions reading and observing different language contexts.

Activity 1:

- a) Demi Lovato.
- b) Eating disorder.
- c) “It’s important to speak up. The people that suffer this should seek professional help”.
- d) Open.
- e) Open.

Activity 2:

Open.

Activity 3:

- a) Seventeen magazine.
- b) Demi Lovato;

- c) Advice.
- d) People that suffer with eating disorder.

After reading: genre analysis

In this moment the students deepen and broaden the discussion of the topics presented, inviting the student think critically about the topics proposed.

Activity 1:

- a) ()
- b) ()
- c) () The text is written in the third person singular. (first)
- d) ()

Vocabulary in use

In this topic, students practice oral and written activities, systematizing the study.

Activity 1:

If you or someone you know is suffering from an eating disorder, **it's important** to speak up. The people that suffer this **should seek** professional help. There are a lot of great websites out there with tips on how to deal, and more information about the disease. A great one that **I recommend** is [The National Eating Disorders Association](#).

Pronunciation practice

It is the moment that students can practice their knowledge about the pronunciation of the words.

Activity 1:

- a) (X)
- b) (X)
- c) ()

Grammar in use

The goal is not to use the text for teach grammar, but from the observation and analysis of the text, allow to the students draw their own conclusions about the grammar rules practice them correctly.

Activity 1:

- a) (X)
- b) ()
- c) ()

Activity 2:

Open.

Listening

The unit proposes some activities of listening that allow the students listen, observe and repeat some words and structures studied along the unit.

Activity 1:

There are a lot, suggestions

- Start talking to your friend how much you care about her.
- It's important not to put on a defensive by using your commands like this "you always do this".

Writing

The writing is development from the main topics of units, contributing to student involvement in the construction of meaning.

Activity 1 from letter "a" to letter "d":

Open.

Activity 2:

Open.

Self-assessment

This section allows the students check their knowledge and opinions about the contents and topics studied.

Activity 1 from letter “a” to letter “d”:

Open.

Tips

This topic allows student to practice or study more about the theme learned.

EXTRA ACTIVITIES

UNIT 1

Warm up

Open.

Activate

Question 1 - <http://kidshealth.org/kid/recipes/recipes/pizzas.html>

Question 2 – Five.

Question 3 - Standard-sized bagel, tomato sauce, mozzarella cheese, green pepper, onion, tomato, etc.

Question 4 – Kids (you'll need help from your adult assistant).

Question 5 – Open.

Produce

Open.

UNIT 2**Warm up**

Open.

Activate

Question 1 – *Adapted from: <http://www.mookychick.co.uk/opinion/life-love-advice/ithinkimanorexic.php>*

Question 2 – A girl.

Question 3 – Eating disorder.

Question 4 – Teens.

Question 5 – Open.

Produce

Open.

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