

UNIVERSIDADE FEDERAL DE MINAS GERAIS  
FACULDADE DE LETRAS

RENATO FROSSARD CARDOSO

**CRIAÇÃO DE UNIDADES DIDÁTICAS PARA USO  
EM SALAS DE AULA DE INGLÊS**

Belo Horizonte / MG  
2011

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FACULDADE DE LETRAS

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CRIAÇÃO DE UNIDADES DIDÁTICAS PARA USO EM  
SALAS DE AULA DE INGLÊS

Trabalho apresentado ao programa de Pós-Graduação Lato Sensu Especialização em Ensino de Inglês como requisito parcial para a obtenção do título de Especialista em Ensino de Inglês.

Orientador: Prof<sup>a</sup>.Dr<sup>a</sup> Adriana Tenuta  
Azevedo.

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Aprovado em 08/07/2011

BANCA EXAMINADORA

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Prof<sup>a</sup> Dr<sup>a</sup>. Adriana Tenuta Azevedo  
(orientador)

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Prof<sup>a</sup>. Júnia de Carvalho Fidelis Braga

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Prof<sup>a</sup>. Mirian Lúcia dos Santos Jorge

A meu querido pai, mãe e a todos os meus irmãos e sobrinhos. Ao professor Neweton Adas e sua esposa Rúbia pelo carinho e apoio em todos os momentos. A todos os meus amigos, em especial aos amigos do karatê, por me ajudarem a enfrentar os estressantes momentos de estudo com muito bom humor e alegria. E enfim, a todos que de alguma forma me ajudaram na conclusão deste trabalho.

## **AGRADECIMENTOS**

Agradecer é parar para lembrar o quanto somos abençoados pelo nosso Deus.

Por isso quero agradecer primeiramente a ELE que é a razão de tudo o que sou e faço.

Agradeço à minha família.

Ao querido professor Neweton Adas.

A todos os meus amigos.

Aos colegas de curso pelo apoio e auxílio na conclusão desse trabalho.

À minha orientadora Adriana Tenutta e aos demais professores do Curso de Especialização em Ensino de Inglês pelo empenho e dedicação.

**“Reformemos as nossas escolas, e não teremos que reformar grande coisa nas nossas prisões.”**

**John Ruskin**

# RESUMO

Desenvolver bons materiais para auxiliar o aprendizado é um desafio que todo professor de inglês precisa enfrentar através de sua vida profissional, o que é bastante complexo. Este trabalho é uma tentativa de mostrar como o estudo das teorias de ensino e aprendizagem de línguas pode oferecer suporte aos professores que queiram se aperfeiçoar em suas práticas profissionais, através da criação de atividades baseadas nessas abordagens teóricas. Criar tais atividades não é uma tarefa fácil. Na verdade, isso requer muito trabalho e esforço, o que às vezes pode ser desanimador. No entanto, o entendimento de como o aprendizado de uma língua ocorre pode ajudar àqueles que precisam se dedicar a essa atividade. O Curso de Pós Graduação em Ensino de Inglês vem acrescentar à educação do professor que busca alcançar melhor entendimento das teorias de aprendizado e aquisição de línguas estrangeiras, bem como outros conceitos pedagógicos relacionados ao ensino de Inglês como segunda língua. Os estudos realizados ao longo do curso e a experiência do autor no ensino do inglês forneceram suporte para a compleição deste trabalho.

**Palavras Chave:** Ensino de Línguas; Aquisição de Línguas, Abordagem Comunicativa, Educação de Professores

# ABSTRACT

Developing good materials to foster student's learning is a challenge that every English teacher must face throughout his or her professional life, and it is everything but simple or easy. This piece of work is an attempt to show how the study of foreign language learning theories can offer support for teachers who want to improve their professional practices, by creating learning activities based on these theoretical approaches. Creating such activities is not an easy task. In fact, it requires a good amount of hard work and effort, which can be discouraging. However, understanding how language learning occurs can be helpful to those who need to apply themselves to this job. The Postgraduate Course in English Teaching provides further education to teachers of English who seek to achieve such understanding of the complex theories of language learning and language acquisition, as well as other pedagogical concepts related to teaching English as a second language. The studies carried out throughout the course and the author's experience in teaching English provided support for the accomplishment of this task.

**Key Words:** Language Teaching; Language Acquisition, Communicative Approach, Teacher's Education

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Save the World, Save your Life!

## Environmental Problems

Function: Talking about environmental problems

Level: Intermediate

Grammar: Past Simple x Present perfect; be + Past Participle; be + verb + -ing

Vocabulary: Environmental problems



## I – WARM UP

Look at the pictures below. What do they remind you of? Fill the spaces provided with a word that would describe each picture.



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## II- Group Work

Discuss the following questions in groups:

- a - What environmental problems can you identify in your neighborhood/city?
- b - What are the impacts of these environmental problems on your/your family's/your neighbors' life?

## III – READING

A - "One of the worst environmental problems we face nowadays is **Global Warming**. Global warming affects the entire world and has an impact on everyone's lives".

Do you agree with the statement above? Discuss with a partner.

B - Read the article below to find out more about this subject.



## GLOBAL WARMING

Throughout its long history, Earth has warmed and cooled time and again. Climate has changed when the planet received more or less sunlight due to subtle shifts in its orbit, as the atmosphere or surface changed, or when the Sun's energy varied. But in the past century, another force has

started to influence Earth's climate: humanity.

Global warming is the unusually rapid increase in Earth's average surface temperature over the past century primarily due to the greenhouse gases released by people burning fossil fuels. In Earth's history before the Industrial Revolution,

Earth's climate changed due to natural causes unrelated to human activity. These natural causes are still in play today, but their influence is too small or they occur too slowly to explain the rapid warming seen in recent decades.

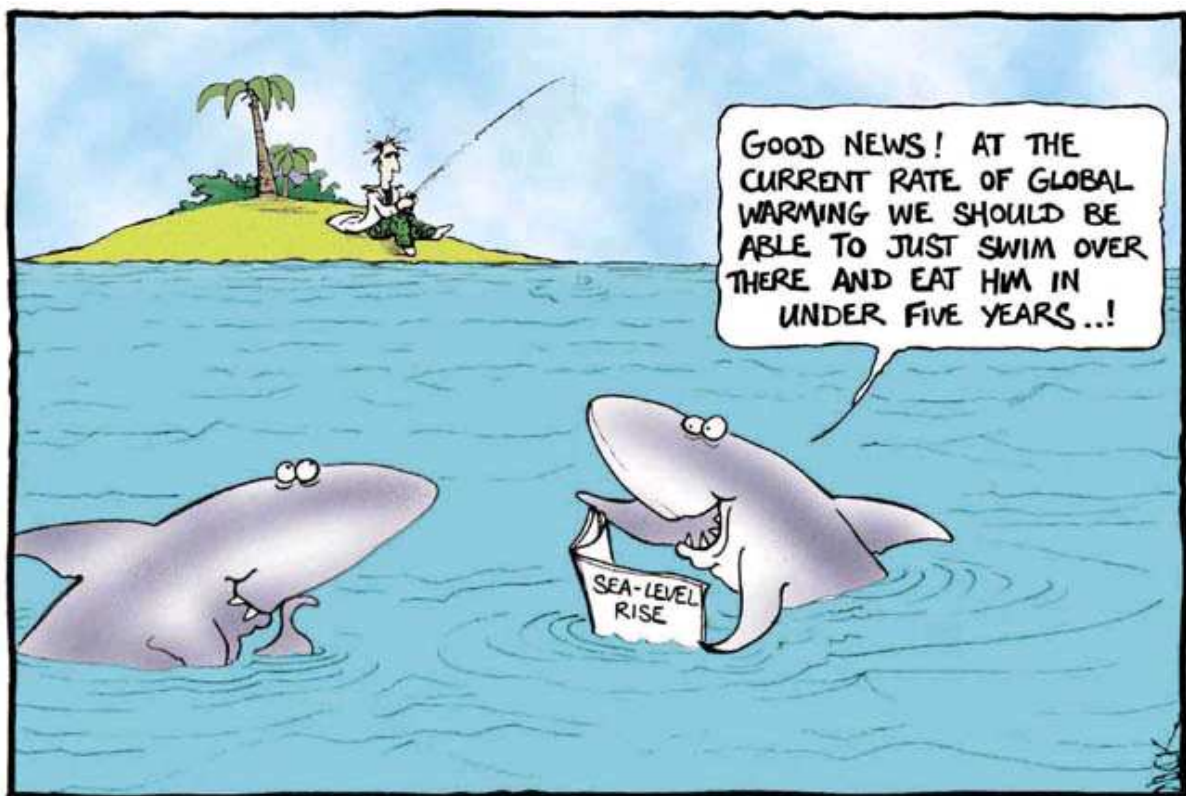
Models predict that as the world consumes ever more fossil fuel, greenhouse gas concentrations will continue to rise, and Earth's average surface temperature will rise with them. Based on plausible emission scenarios, average surface temperatures could rise between 2°C and 6°C by the end of the 21st century.

Some of this warming will occur even if future greenhouse gas emissions are reduced, because the Earth system has not yet fully adjusted to environmental changes we have already made.

The impact of global warming is far greater than just increasing temperatures. Warming modifies rainfall patterns, amplifies coastal erosion, lengthens the growing season in some regions, melts ice caps and glaciers, and alters the ranges of some infectious diseases. Some of these changes are already occurring.

Adapted from: (<http://earthobservatory.nasa.gov/Features/GlobalWarming/>)

## LEARNING IS FUN!



### C – Vocabulary

Find these words and expressions in the article. Can you guess their meaning from the context? Write their meaning in the chart below.

greenhouse gas	fossil fuels	shifts	released	humanity
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

#### IV – GRAMMAR

<b>A. Present Perfect</b>		
Earth' temperature	<b>has changed</b>	many times.
People	<b>have started</b>	to influence Earth's climate.
<b>B. Past Simple</b>		
Earth's temperature	<b>changed</b>	due to shifts in its orbit
Earth's climate		due to natural causes

Fill in the gaps with the appropriate form of the verbs in brackets. Make all necessary adjustments.

- Throughout history, Earth \_\_\_\_\_ (warm) and \_\_\_\_\_ (cool) many times.
- More recently, another force \_\_\_\_\_ (start) to influence Earth's climate.
- Yesterday, the weather \_\_\_\_\_ (be) too hot.
- Before the Industrial revolution, Earth's climate \_\_\_\_\_ (change) due to natural causes.
- Nowadays, greenhouse gas concentrations \_\_\_\_\_ (continue) to rise.
- Global warming might occur even if greenhouse gas emissions \_\_\_\_\_ (reduce).

**V – GOING FURTHER**

**A - Discuss the following points.**

- 1 – How does global warming affect our lives?
- 2 – Can we do something to stop or to slow global warming?



**B - Check Your Comprehension.**

- 1 – According to the article, Earth’s temperature...
  - a) Is increasing for the first time in history.
  - b) Is increasing due to natural causes.
  - c) Is being influenced by human activity.
  - d) Has not shown any variation in last decades.

- 2 – Global warming is characterized by:
  - a) Increase in the Earth’s subsoil temperature.
  - b) A slow increase in the Earth’s temperature.
  - c) A rapid increase in the Earth’s temperature.
  - d) The melting of the ice caps.

3 – Answer with your own words: How do fossil fuels contribute to worsen Global Warming? What could be done to reduce greenhouse gas emissions?

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## V – SPEAKING and WRITING

### 1 – Rio de Janeiro's Floods.



A - Recently Brazil has suffered with one of the biggest natural catastrophes of all times. Floods have washed out many lives and left thousands of people homeless in Rio de Janeiro. Work in groups and discuss the subject. Share your opinions with the other groups.

B – Work individually. Produce a letter to send to authorities asking for a definite answer for this problem.

## VI – WRITING

### Basic Paragraph Structure

①

**The topic sentence:**  
what the paragraph is about.

②

**The supporting ideas:**  
You develop the topic sentence and you give ideas that support it.

③

**The concluding sentence:**  
You restate the topic sentence in a different way.





## VII - LISTENING



A - Watch an Internet video on Global Warming and then answer the questions to check your comprehension. The video is available at: <http://www.youtube.com/watch?v=oJAbATJCugs>.

1) Earth's climate has fluctuated for

- a) 1 million year
- b) 3 million years
- c) 2,5 million years

2) In the last century, the world's temperature has increased about

- c) 1,2 to 1,5 C°
- d) 2,5 to 3,5 C°
- e) 1 to 2 C°

3) Global warming is caused specially by

- a) the burn of fossil fuels.
- b) the use of electricity.
- c) the use of alternative transportation.

4) The greenhouse effect is

- a) the releasing of greenhouse gases.
- b) the trapping of heat in the atmosphere.
- c) the increase of temperature.

5) Global warming could cause, except

- a) rise in the sea levels.
- b) extinction of species.
- c) increase in the consumption of goods.

B – Listen again. Write a summary of the information you hear in the video. Use your answers from the previous activity to help you.

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## Eating your way through

### DIETING

Function: Talking about food and eating  
Level: Intermediate  
Grammar: Verb tenses and Verb phrases  
Vocabulary: Dieting



## I – READING and WRITING

**A** – Nowadays, how you look has an important place in society. Many people use dieting in the hope of fulfilling their dream of having a perfect shape. However, dieting without knowledge could be dangerous. Read the article below to discover the dangers of this practice. While reading, fill in the gaps with the missing words.

### The Woes of Dieting

Millions of Americans \_\_\_\_\_ (be) either on a diet or \_\_\_\_\_ (start) one at some point in their life. Weight loss and health are the primary motivators. And for every person on a diet there's a scam, a magical weight loss pill, an exercise gizmo, or an attractive new membership offer at a weight loss center. Let's peruse some of the issues that dieters must \_\_\_\_\_ face.

First and foremost it must be \_\_\_\_\_ (understand) that no diet in the world will create sustained weight loss without exercise. Your body \_\_\_\_\_ (have) a built in survival mechanism. When you diet, the drop in calories \_\_\_\_\_ (create) signals to the brain. Your brain \_\_\_\_\_ (not know) that you want to fit into that new bikini by summer. It \_\_\_\_\_ (think) you're starving to death. To combat this, it \_\_\_\_\_ (lower) your metabolic rate so calories are expended at a reduced pace. That is why after the initial weight loss in any diet, (which is mostly water), your body hits this wall where continued weight reduction \_\_\_\_\_ (be) difficult and incremental at best. To counter this biological reaction you need \_\_\_\_\_ (maintain) an increase in your metabolic \_\_\_\_\_ rate. Hence, \_\_\_\_\_ exercise.

Second, be leery of diets that eliminate or almost eliminate one of the three key nutritive substances of food, namely carbohydrates, protein and fat. Your body needs all three, (yes, even small amounts of fat), to function normally. Eliminate any one and you \_\_\_\_\_ (develop) metabolic problems and even illness. "No carb" and "No protein" diets are dangerous fads not based in orthodox science. They \_\_\_\_\_ (aim)

at depleting your finances more than your girth. Weight loss \_\_\_\_\_ (facilitate) by calorie reduction, not nutrient depletion.

Third, it would be advisable \_\_\_\_\_ (take) a multivitamin, especially if you plan to diet. Even unrestrained eaters do not consume perfect combinations of foods that ensure the intake of every single nutrient. For dieters this task is even more arduous. Moreover, if your nutrient requirements are assured by a daily supplement, than you are at liberty \_\_\_\_\_ (make) food selections based on calories, without the added criteria of vitamin \_\_\_\_\_ content.

Weight reduction pills \_\_\_\_\_ (limit) in their effectiveness and very often dangerous to your body. Most contain amphetamines, i.e., drugs that speed up your metabolism. They \_\_\_\_\_ (increase) the rate at which you burn calories and reduce the appetite. But, you can develop a tolerance to these medications and also cause collateral damage to your internal organs. Like most short cuts in life, diet pills \_\_\_\_\_ (come) with hidden costs and \_\_\_\_\_ (not produce) long term results.

The bottom line is this. \_\_\_\_\_ (lose) weight and \_\_\_\_\_ (keep) the weight off means a continual process of curtailing calories while simultaneously \_\_\_\_\_ (maintain) a sufficient activity level. It's not so much the foods you eat per se, but the overall number of calories you are taking in vs. the number you are burning. You could eat nothing but vegetables but if you were consuming more calories than you were expending, you would gain weight.

source: <http://www.foodreference.com/html/artdieting.html>



**B - Check Your Comprehension.**

1 – According to the article, millions of people...

- a) Will never be on a diet.
- b) Have never been on a diet.
- c) Will start a diet, someday.
- d) Eat too much.

2 – In order to make dieting effective we need to...

- a) reduce the amount of protein we ingest.
- b) reduce calorie ingestion and adopt an exercise routine.
- c) reduce the amount of carbohydrates we eat.
- d) reduce the amount of water we drink.

3 – Nutrient restriction diets are likely to ...

- a) produce healthy and sustained weight loss.
- b) work better than calorie reduction diets.
- c) cause disease and generate unnecessary costs.
- d) help you fit a smaller size.

4 – Dieting can be made safer by...

- a) eliminating one or more of the key substances of food.
- b) taking food supplements.
- c) hardening your exercise routine.
- d) taking weight loss drugs.

5 – The basic rule of effective dieting is...

- e) eat less than you need.
- f) take a smaller bite each time.
- g) don't ingest more calories than you can burn.
- h) always take vitamin pills.

6 – Write a short summary of the article's main points.

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## II – LISTENING

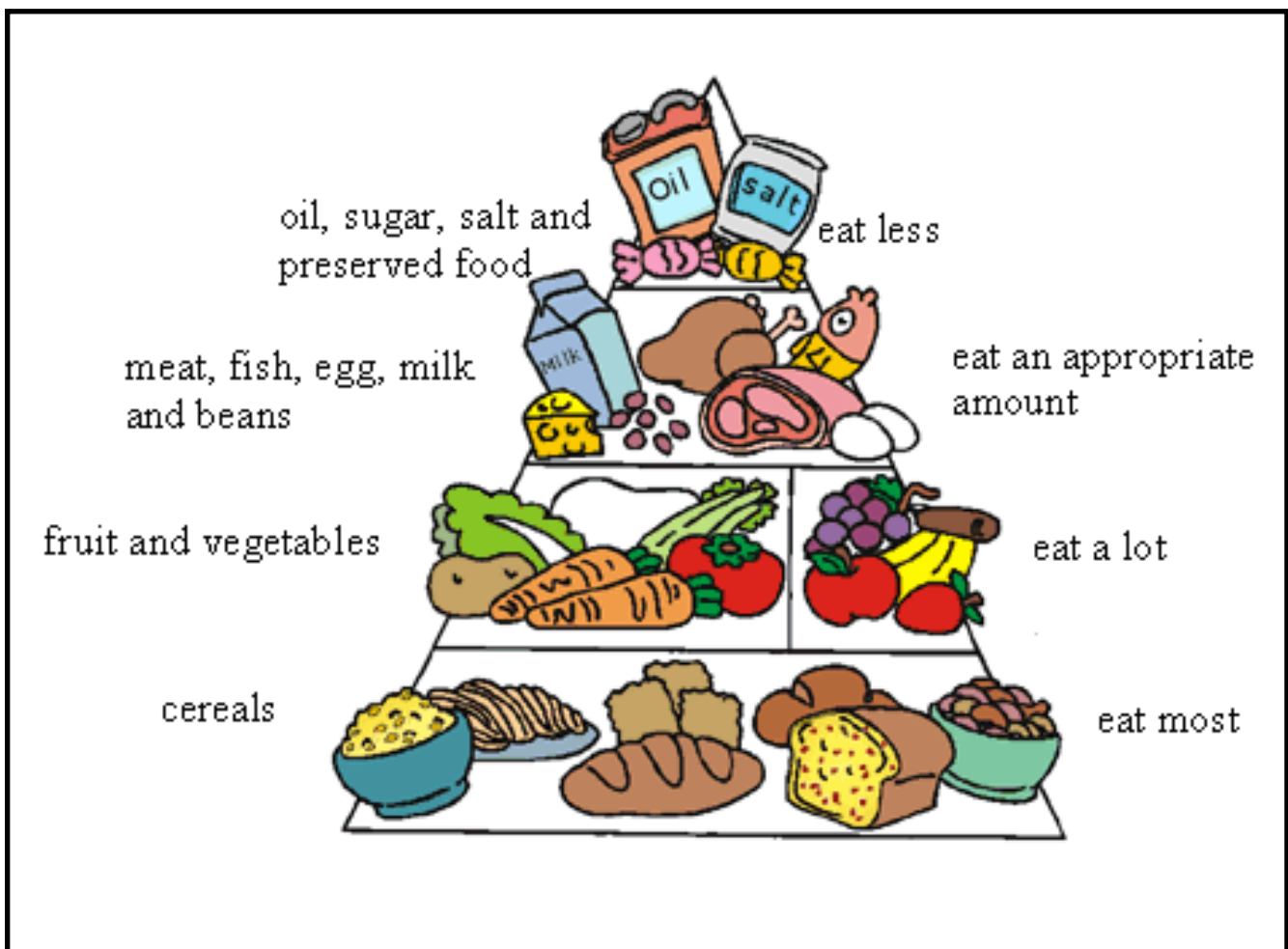


1 - **Listen** to a diets specialist talking about how to diet effectively. Identify five tips she gives about the subject and write them in the spaces below. Try to list them in the same order as they are delivered.

- 1- \_\_\_\_\_.
- 2- \_\_\_\_\_.
- 3- \_\_\_\_\_.
- 4- \_\_\_\_\_.
- 5- \_\_\_\_\_.

## 2 – Follow UP

Look at the pyramid below. Do you think you are eating correctly? What are you doing right? What are you doing wrong? Discuss with a partner.





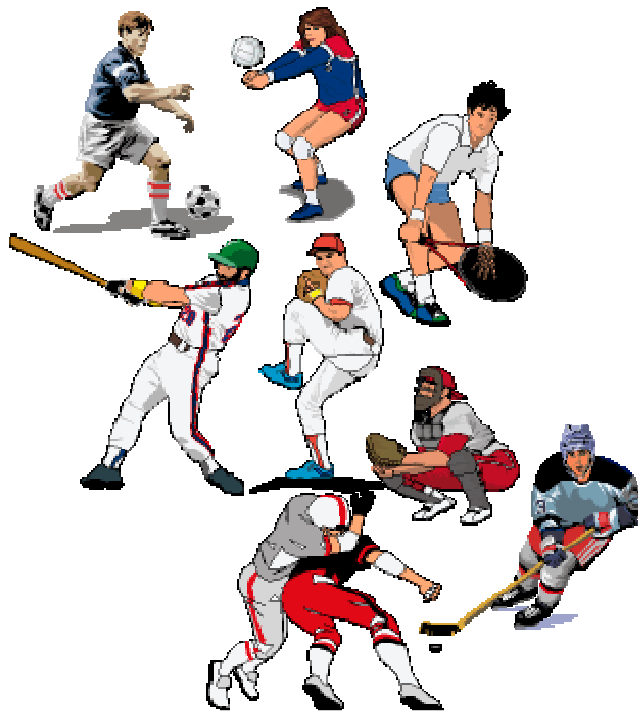
## Sports I Like

Function: Talking about sports

Level: Elementary

Grammar: Expressing likes and dislikes

Vocabulary: sports, famous athletes



# I – VOCABULARY - WHAT SPORT DO YOU LIKE?

A - Look at the icons below. Fill in the corresponding gap with the sport each one represents.



1	<u>running</u>
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

- |                    |            |          |          |          |
|--------------------|------------|----------|----------|----------|
| rowing             | cycling    | jumping  |          |          |
| basketball         | volleyball | shooting | boxing   |          |
| archery            | soccer     | golf     | handball |          |
| <del>running</del> | badminton  | riding   | baseball | swimming |

B – Write sentences using like/(don't) like and the sports from the previous activity.

Ex: I like rowing, but I don't like running.

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

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

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



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

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

**C – Complete the sentences below according to your own preferences.**

Example: I like soccer because it's fun./ I don't like swimming because I can't swim.

a) I like \_\_\_\_\_ because \_\_\_\_\_.

b) I don't like \_\_\_\_\_ because \_\_\_\_\_.

c) I like \_\_\_\_\_ because \_\_\_\_\_.

d) I don't like \_\_\_\_\_ because \_\_\_\_\_.

## **II – READING**

A- Do you know any famous athlete? What do you know about him/her? Tell a partner.

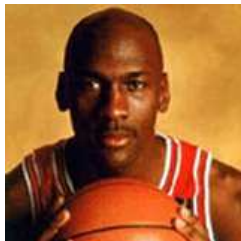
B- Read the article below and learn more about some famous athletes.

# **Famous Names in Sports**

By Sharon Fabian

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<sup>1</sup> Some athletes are superstars, known worldwide. Michael Jordan, for example, became famous as the star of the Chicago Bulls. His endorsements for famous brand products have made him even more of a household name. Now, he is recognized around the world.



<sup>2</sup> There are many well-known athletes today. Sports fans have lots of favorites in every team sport. They can name their favorites on professional basketball and football teams, and on

teams in many other sports.

<sup>3</sup> Athletes in individual sports are not always as well-known, but a few individuals always stand out. The golfer Tiger Woods is one of those individuals. He was also the first African-American to win the Masters Open Tournament. Althea Gibson, who played tennis back in the 1950's, was also a superstar in an individual sport. She was the first African-American woman to win both Wimbledon and the US National Tennis Championship. She won them both in 1957, and again in 1958.

(adapted : [http://edhelper.com/ReadingComprehension\\_35\\_563.html](http://edhelper.com/ReadingComprehension_35_563.html))

## **A - Check Your Comprehension.**

1 – Why are some athletes known as superstars?

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2 – What fact shows that there are many well know athletes nowadays?

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3 – What do Tiger Woods and Althea Gibson have in common?

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**B – Compare your answers with a partner's.**

### III – LISTENING



Listen to the song **Eye of the Tiger (Survivor)**. Fill in the gaps with the missing words.

Risin' up, back on the \_\_\_\_\_  
 Did my time, took my \_\_\_\_\_  
 Went the distance, now I'm back on my feet  
 Just a man and his will to \_\_\_\_\_  
 So \_\_\_\_\_ times, it happens too \_\_\_\_\_  
 You change your \_\_\_\_\_ for glory  
 Don't lose your grip on the \_\_\_\_\_ of the past  
 You must fight just to keep them alive

Chorus:

It's the eye of the tiger, it's the cream of the \_\_\_\_\_  
 Risin' up to the \_\_\_\_\_ of our rival  
 And the last known \_\_\_\_\_ stalks his prey in the night  
 And he's watchin' us all in the eye of the tiger  
 Face to \_\_\_\_\_, out in the heat  
 Hangin' tough, stayin' hungry  
 They stack the odds 'til we take to the \_\_\_\_\_

For we kill with the \_\_\_\_\_ to survive

chorus

Risin' up, straight to the \_\_\_\_\_

Have the guts, got the \_\_\_\_\_

Went the distance, now I'm not gonna stop

Just a man and his will to \_\_\_\_\_

chorus

The eye of the tiger (repeats out)...



#### WORD BANK

challenges	many	street
skill	dreams	glory
fight	survive	street
face	survivor	chances
passion	fast	top
	survivor	dreams

## FOLLOW UP

A – The song you just listened to was the theme song of the movie Rocky (1976). Have you ever seen this movie? What is the sport practiced by the movie protagonist? What actor played the main role?

**TIP:** If you haven't watched the movie, you can search the Internet to find more information about it.



## IV - SPEAKING

B - Work in groups. Ask and answer questions about the sports you like. Take notes of your friends' answers.

C - Change groups. Share your friends' answers with the new group.

D – Work individually. Create a table with two columns. On the first column, write the sports you like and on the second the ones you don't like.

## TEACHERS GUIDE

This teachers' guide is intended to help teachers make the best use of the material presented in this work. It is not intended to limit teachers or to determine the ways they should use them in their classroom, but only to propose some ideas to facilitate their job and to help them understand the goals of the material. Thus, teachers are free to add their own ideas and to choose other ways they think will be helpful for their students. It is important, however, that teachers have always in mind that the main objective of this material is to provide students with plenty of opportunities for language use and language production.

### 1 - Save the World, Save your Life!

Function: Talking about environmental problems

Level: Intermediate

Grammar: Past Simple x Present perfect, be + Past Participle, be + verb + -ing

Vocabulary: Words and expressions related to the environment

#### 1 – WARM UP

Have Students work individually. Have students look at the pictures and express what memories come to their mind. Ask them to write, underneath each picture, a word or expression that defines it. Ask students to say the words or expressions they came up with. Write them on the board. Ask if they can remember any other word or expression that would define the pictures. **Answers will vary.**

#### II- Group Work

Split students in groups of 4 to 5. Have them discuss the questions. Move around the class and help students to solve any problem that might appear. **Answers will vary.**

#### III – READING

**A** – Have students work in pairs. Ask them to discuss the statement about Global Warming.

**B** – Read the text aloud while students follow along. After they read the text, promote discussion in the big group to encourage students to speak.

### **C – Vocabulary**

Have students complete the task individually or in pairs. After they are done, elicit the meaning of the words and expressions, and write them on the board.

greenhouse gas	fossil fuels	shifts	released	humanity
<b><u>Pollutant</u></b>	<b><u>oil, gas, gasoline</u></b>	<b><u>changes</u></b>	<b><u>delivered</u></b>	<b><u>people, humans</u></b>

### **IV – Grammar**

A. Give students a brief explanation of the grammar content. Give examples, ask students to give their own examples.

B. Have students complete the exercise. After they are done, ask for their answers and correct any mistake. Make questions to reveal any doubts they may still have.

- Throughout history, Earth **has warmed** (warm) and **cooled** (cool) many times.
- More recently, another force has **started** (start) to influence Earth's climate.
- Yesterday, the weather **was** (be) too hot.
- Before the Industrial revolution, Earth's climate **changed** (change) due to natural causes.
- Nowadays, greenhouse gas concentrations **are continuing** (continue) to rise.
- Global warming might occur even if greenhouse gas emissions **are reduced** (reduce).

### **V – GOING FURTHER**

**A** – Split students in groups of 5 to 6. Have them discuss the questions and try to come up with solutions for the problem of global warming.

#### **B - Check Your Comprehension.**

Ask students to answer the questions and check for correction.

Answers: 1 – c; 2 – c; 3 – Answers will vary

## **V – SPEAKING and WRITING**

### **1 – Rio de Janeiro’s Floods.**

A - Split students into groups of five and encourage discussion.

B – Explain to students how to write a formal letter. Show them an example. Ask them to produce a letter for authorities demanding solutions for environmental problems, like floods, for example.

## **VI – WRITING**

A - Explain the basic paragraph structure to students.

B – Tell students to write a paragraph about Global Warming.

## **VII - LISTENING**

A – Tell students they are going to watch and listen to an Internet video about Global Warming. Use a computer to play the video right from the Internet or download it to your computer and save it on a pen drive or CD. There are free computer programs that can download videos from the Internet. Play the video again. Give students time to answer the questions.

B – Play the video one more time. Tell students to write a summary of its content. Give them time to compare their summary with their partners’.

## EVALUATION

**1) Underline the words that are related to some kind of environmental problem.**

corruption	trash	smoking	cavity
storms	deforestation	crime	warming
education	obesity	erosion	melting
floods	disease	poverty	pollution

**2) Complete the sentences with the appropriate form of the verbs in brackets.**

- Storms \_\_\_\_\_ (wash) the Earth many times.
- Because of global warming ice caps \_\_\_\_\_ (melt).
- Smoking \_\_\_\_\_ (kill) as much as cancer.
- If deforestation \_\_\_\_\_ (continue), Earth's temperature might rise even more.
- The weather \_\_\_\_\_ (change) suddenly, yesterday.

**3) Identify and correct the mistakes in the sentences below.**

- I have worked a lot yesterday and now I am very tired.
- Dr. Marcus can't answer the phone right now. He assists a patient.
- President Obama has visited Brazil last year.
- Professor Anthony never taught this class before.
- Deforestation contribute to global warming.

**4) Fill in the blanks with the appropriate form of the verbs in brackets. Use the simple past, past perfect, or both (when possible).**

My old friend Paula 1. \_\_\_\_\_ (come) to my house last month. I was so glad because I 2. \_\_\_\_\_ (not see) her for five of years. Anyway, she 3. \_\_\_\_\_ (arrive) with her new boyfriend, John! They 4. \_\_\_\_\_ just 4a. \_\_\_\_\_ (get) back together! I 5. \_\_\_\_\_ (be) astonished because I 6. \_\_\_\_\_ (not hear) about John in years. She 7. \_\_\_\_\_ (date) him before I 8. \_\_\_\_\_ (meet) her, but then they 9. \_\_\_\_\_ (break up). The last time I heard, she 10. \_\_\_\_\_ (decide) never to see him again. I guess she changed her mind – a lot!

**5) Chose the correct option (a, b, c or d) to complete the sentences below.**



<p>1. I _____ for this show since I was a kid.</p> <p>a) wait b) waited c) has waited d) have waited</p>	<p>3. Which season _____, summer or winter?</p> <p>a) do you prefer b) did you prefer c) have you preferred d) has you preferred</p>	<p>5. I _____ many interesting places last year.</p> <p>a) visit b) visited c) have visited d) has visited</p>
<p>2. I _____ my performance a lot since the last competition.</p> <p>a) improve b) improved c) have improved d) has improved</p>	<p>4. _____ to this museum before?</p> <p>a) Do you ever come b) Did you ever come c) Have you ever come d) Has you ever come</p>	

**6) Listen to the weather forecast. Then, answer the questions.**

**1. What was Friday's weather like?**

- A. fair and humid
- B. warm and dry
- C. hot and partly cloudy

**2. What were the high temperatures for Friday in the state?**

- A. 85 to 90 degrees
- B. 91 to 95 degrees
- C. 96 to 99 degrees

**3. What is Saturday evening's weather forecast for the state?**

- A. light rain over the entire state
- B. heavy showers over the northern part
- C. some rain in parts of the state

**4. About what time should skies clear on Sunday?**

- A. around 10:00 AM
- B. around 3:00 PM
- C. around 6:00 PM

**5. What event will occur on Sunday evening?**

- A. The earth's shadow will cover the moon.
- B. Colorful lights will appear in the sky.
- C. Shooting stars will be visible.

(Source: Randall's ESL Cyber Lab)

## **2 - Eating your way through**

### **I – READING and WRITING**

**A** – Promote discussion about dieting. Ask students if they are or have ever been on a diet. Ask them if they think dieting could be dangerous. Have them read the text silently and filling in the gaps with the appropriate forms of the verbs in brackets.

**B** – Have students answer the questions. Check for correction.

1 – c; 2 – b; 3 – c; 4 – b; 5 – c; 6 – Answers will vary.

### **II – LISTENING**

Tell students they are going to listen to a specialist talking about dieting effectively. Play the audio one time and ask students to listen with their book closed. Play the audio again and ask them to write what is required. Play it a last time so students have the opportunity to check their answers.

### **III – SPEAKING**

Tell students to work in pairs and take turns giving advice to each other about dieting effectively. Explain that they can use the 5 tips they have written to help them in this task.

### **IV – GOING FURTHER**

**A** – Tell students to work in pairs and tell each other how the knowledge they have acquired through the unit has helped them to change their mind about dieting.

**B** – (If your school has a computers lab) Take students to the computers lab. Tell them to search the internet for more information about dieting. When you return to class, tell students to share the information they found with their classmates. (If your school does not have a computers lab) Ask students to do this activity as homework. In the next class, give students opportunity to share the information they found with their classmates.

## EVALUATION

**1) Group the words and expressions in the related category on the table below.**

biological	internal organs	side effects	amphetamines
vegetables	weight loss	appetite reduction	food intake
calories	multivitamin	metabolic	exercise
diet pills	combination of foods	carbohydrates	amphetamines

Food/Nutrients	Health	Drugs

**2) Complete the text with the appropriate form of the verbs in brackets.**

**The Lemonade Diet**

The Lemonade Diet \_\_\_\_\_ (be) around for more than 50 years, but its popularity \_\_\_\_\_ (rise) a few years ago after Beyonce \_\_\_\_\_ (announce) she'd lost 20 pounds on the diet for the movie Dreamgirls. The Lemonade Diet, also \_\_\_\_\_ (know) as the Master Cleanse, \_\_\_\_\_ (be/develop) by the late Stanley Burroughs as a detoxification and fasting program. Originally \_\_\_\_\_ (intend) to rid the body of toxins and internal wastes \_\_\_\_\_ (bring) on by "improper diet, lack of exercise, and negative mental attitude," it's now also \_\_\_\_\_ (tout) as a quick weight loss plan.

**3) Read the text from the previous activity again. Do you think it is a good diet? Write a paragraph giving your opinion. Also state the reasons why you believe so.**

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#### 4) LISTENING

You will listen to a set of questions related to ordering food at a restaurant. For each question, choose the (only) option that applies.

**1.**

- A. Three people.
- B. That'll be all.
- C. No. We're not ready yet.

**2.**

- A. A glass of water is fine.
- B. I'll have a piece of apple pie.
- C. French dressing, please.

**3.**

- A. T-bone steak, please.
- B. Medium, please.
- C. I'd like rice with my steak.

**4.**

- A. I'll have the salad, please.
- B. I'd like the rice.
- C. Bread, please.

**5.**

- A. Yes. I'd like more water.
- B. I didn't order this.
- C. Yes. The food is great.

**6.**

- A. A party is fun.
- B. No, thank you.
- C. Three.

**7.**

- A. A small salad, please.
- B. What kinds do you have?
- C. I like dressing a lot.

**8.**

- A. The meal is ready.
- B. I'll have another.
- C. So far, so good.

**9.**

- A. I think I'll rest.
- B. This looks good.
- C. No. I think I'm done.

**10.**

- A. No. Only cash or credit cards.
- B. Yes. Credit cards are okay.
- C. I can write a check.

(Source: Randall's Cyber Lab)

### 3 – Sports I like

#### I – VOCABULARY - WHAT SPORT DO YOU LIKE?

A – Have students Look at the icons and fill each gap with the corresponding sport. Check for correction.

1. running, 2. cycling, 3. riding, 4. swimming, 5. archery, 6. golfing, 7. handball, 8. soccer, 9. badminton, 10. boxing, 11. rowing, 12. basketball, 13. jumping, 14. baseball, 15. volleyball, 16. shooting

B – Tell students to do the exercise and check for correction. Tell them to ask and answer questions to each other about the sports they like.

Possible answers:

1 - I like soccer, but I don't like volleyball.

2 - I like boxing, but I don't like running.

#### II – READING

A- Ask students if they know any famous athlete. Ask them to tell a partner what they know about this/these athlete (s).

B- Read the text aloud while students follow along.

#### A - Check Your Comprehension.

Tell students to work in pairs to answer the questions.

B – Ask them to compare their answers with each other. Encourage them to take turns asking and answering the questions.

#### III – LISTENING

Tell students they are going to listen to a song that was the theme of a movie related to a sport. Play the song and ask students to follow through the lyrics without trying to fill in the gaps at this first moment. Play the song again and now ask students to try filling in the gaps. Play the song a last time for students to check.

Risin' up, back on the <u>street</u>	Just a man and his will to <u>survive</u>	And the last known <u>survivor</u> stalks his prey in the night
Did my time, took my <u>chances</u>	So <u>many</u> times, it happens too <u>fast</u>	

<p>Went the distance, now I'm back on my feet</p> <p>Just a man and his will to <b><u>survive</u></b></p> <p>So <b><u>many</u></b> times, it happens too <b><u>fast</u></b></p> <p>You change your <b><u>passion</u></b> for glory</p> <p>Don't lose your grip on the <b><u>dreams</u></b> of the past</p> <p>You must fight just to keep them alive</p> <p>Chorus:</p> <p>It's the eye of the tiger, it's the cream of the <b><u>fight</u></b></p> <p>Risin' up to the <b><u>challenges</u></b> of our rival</p> <p>Went the distance, now I'm back on my feet</p>	<p>And the last known <b><u>survivor</u></b> stalks his prey in the night</p> <p>And he's watchin' us all in the eye of the tiger</p> <p>Risin' up, back on the <b><u>street</u></b></p> <p>Did my time, took my <b><u>chances</u></b></p> <p>You change your <b><u>passion</u></b> for glory</p> <p>Don't lose your grip on the <b><u>dreams</u></b> of the past</p> <p>You must fight just to keep them alive</p> <p>Chorus:</p> <p>It's the eye of the tiger, it's the cream of the <b><u>fight</u></b></p> <p>Risin' up to the <b><u>challenges</u></b> of our rival</p>	<p>And he's watchin' us all in the eye of the tiger</p> <p>chorus</p> <p>The eye of the tiger (repeats out)...</p> <p>Face to <b><u>face</u></b>, out in the heat</p> <p>Hangin' tough, stayin' hungry</p> <p>They stack the odds 'til we take to the <b><u>street</u></b></p> <p>For we kill with the <b><u>skill</u></b> to survive</p> <p>chorus</p> <p>Risin' up, straight to the <b><u>top</u></b></p> <p>Have the guts, got the <b><u>glory</u></b></p> <p>Went the distance, now I'm not gonna stop</p> <p>Just a man and his will to <b><u>survive</u></b></p>
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## FOLLOW UP

A – Ask students if they have seen the movie related to the song. Ask them what is the sport related to the movie. Ask them questions about the movie, if they know they remember the story of the movie, etc. Promote an Internet research in which students can look for videos on the Internet, so they can get to know or remember about the movie and its story.

## IV – SPEAKING

A – Split students into groups and tell them to ask and answer questions about the sports they like. Work in groups. Ask and answer questions about the sports you like. Ask them to take notes of their friends' answers.

C – Ask students to change groups and share the answers of their previous group with their friends from the new one.

D – Ask students to create a table with two columns. Tell them to write the sports they like in the first column and the sports they don't like in the second.

## EVALUATION

### 1) Vocabulary

a) Write the corresponding sport name for each word from the list below.

1. run _____	5. swim _____	9. boxe _____	15. hand _____
2. bicycle _____	6. jump _____	11. volley _____	16. archer _____
3. ride _____	7. golf _____	13. base _____	
4. shoot _____	8. row _____	14. basket _____	

b) What rule did you use to form most of the sports names?

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c) In general, how do you form the names of sports played with a ball?

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**2) Complete the sentences with the correct form of the verb like.**

- 1) Beth (not) \_\_\_\_\_ to play cards in the morning.
- 2) I \_\_\_\_\_ bungee jumping, but I am afraid of trying it.
- 3) He \_\_\_\_\_ dancing, but he (not) \_\_\_\_\_ rock climbing.
- 4) They \_\_\_\_\_ snowboarding very much.
- 5) Tom \_\_\_\_\_ soccer but Suzan \_\_\_\_\_ volleyball.

**3) Form like/don't like sentences with the words below.**

Example: Marcus/ Soccer/tennis  
Marcus likes soccer, but he doesn't like tennis.

a) They/ volleyball/handball

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b) She/ swimming/karate

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c) Paul and Tonny skating/table tennis

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d) Mr. Parkson/running/pole jumping

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e) (Yourself)/(sport you like)/(sport you don't like)

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**4) Correct the mistakes in the sentences below.**

a) I likes rollerblading, but I doesn't like skiing.

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b) She like parachuting, but she don't like diving.

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c) They don't likes walking, but they likes skateboarding.

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d) We like surfing, but she don't.

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e) Marcelo like tap dancing, but he don't like ballet.



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**5) Answer the Questions.**

a) Do you like soccer?

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b) Does your mother like volleyball?

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c) Do you and your best friend like videogames?

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d) Does your teacher like karate?

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e) What sports do you like? What sports you don't like?

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**6) Listen to a set of statements related to sports and hobbies. For each statement, choose the sport or hobby that applies.**

**1. I like to \_\_\_\_\_ in the \_\_\_\_\_ with my \_\_\_\_\_.**

- A. hiking
- B. running
- C. driving

**2. My dad \_\_\_\_\_ twice a week.**

- A. weight lifting
- B. swimming
- C. basketball

**3. He**

\_\_\_\_\_ to get exercise.

- A. bicycling

**6. How about getting out the board \_\_\_\_\_?**

- A. snowboarding
- B. skating
- C. chess

**7.**

\_\_\_\_\_.

- A. baseball
- B. racketball
- C. golf

**8.**

\_\_\_\_\_.

- B. soccer
- C. volleyball

**4. She usually uses**

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- A. pottery
- B. knitting
- C. painting

**5. They went to the lake**

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- A. sailing
- B. bird watching
- C. fishing

- A. gardening
- B. art
- C. cooking

**9.**

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- A. writing
- B. music
- C. reading

**10.**

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- A. drawing
- B. photography
- C. computer games

(Source: Randall's Cyber Lab)

## RATIONALE

Developing good materials to foster student's learning is a challenge that every English teacher must face throughout his or her professional life, and it is everything but simple or easy. In fact, developing good materials requires lots of effort and a great amount of preparation and research. In order to achieve this task, teachers have to seek through lots of materials and try to find good ideas that they can adapt and use in their classrooms. This work can be discouraging, and can take lots of time. Besides, teachers have to rely on their own experience to find the best ways to help their students achieve adequate learning. In this context, teachers with few years of experience might feel even more insecure to prepare their own materials. Fortunately, theorists have made great progress in the study of language learning/teaching and their research can point out many ways in which teachers can help ESL students to achieve their dream of mastering English language.

In fact, theories and studies in language learning/teaching have helped to cast light upon teacher's common practices providing better ways to understand them, highlighting what the most effective ways to teach a foreign language would be, and revealing practices that probably wouldn't work in learning settings. They also have contributed for the comprehension of how the learning process takes place, thus providing a safer path for teachers to promote student's learning, because these theories offered a better way of forecasting student's difficulties and strengths.

This piece of work is the result of studies performed throughout the post-graduate course in **English Teaching** at the Federal University of Minas Gerais (Universidade Federal de Minas Gerais), and is a tentative to produce teaching material in accordance with the most recent findings concerning language teaching and language learning. The teaching material produced here try to combine the most important principles contained in language learning/teaching theory and the author's experience as both a student and a teacher.

The main theory that supports the activities developed here is the communicative approach. On the basis of this approach is the belief that language,

as a socio-interaction tool, should be put in use by students for real communication purpose, thus encouraging and stimulating learning to take place.

"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 (KRASHEN, 1987)."

A key word for this view of language learning is "acquisition". It is believed that by using language in communicative settings, students can "learn" without being aware that learning is taking place, which is closer to the way children acquire their first language. Therefore, this kind of ESL learning is considered language acquisition by some researchers, rather than language learning (GASS AND SELINKER, 1994).

However, it is well known that language involves more than only speaking. It also involves reading and writing and many other uses. In fact, students must develop the ability of comprehending what other people say, as well as to be able to express what they want through written language. They also have to be capable of understanding written texts. Therefore, in order that students can learn how to do all of this, not only spoken practice is required, but also specific practice of particular skills, namely listening, reading and writing. Speaking more precisely about writing, for example, it is interesting to notice what has been said by Homstad & Thorson, (1994):

Writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar, as in the grammar-translation method, or to support the memorization of CO1TeCt language structures, as in the audio-lingual method. Until recently, even the communicative approaches, with their emphasis on oral proficiency, have tended to de-emphasize writing. But ideas from writing-to-learn, writing across the curriculum, and writing for academic purposes movements in composition and English as a Second Language (ESL) have all had an impact on thinking about the place of writing in second language education (Homstad & Thorson, 1994).

Similarly, reading has gained much more relevance in recent years, due to the advent of the Internet, the increase in availability of printed material and the augment of search for higher education, particularly in Brazil, which even lead to the appearance of reading for specific purpose courses. Being able to understand spoken English, as spoken by natives, also gained more emphasis since the end of the last century. One of the most important causes of this phenomenon is globalization, which urged people to find ways of communicating effectively with people from other countries, to which purpose English has been so far the best option.

Another concern that was taken into account in this work was helping students to develop critical thinking when working with the language. Being able to think critically is an ability that students need to develop in order that they can get through their personal and professional lives successfully. By thinking critically, students will be able to make the best choices for themselves, to decide between what is right or wrong, between what is acceptable or unacceptable, etc.

The first idea that I had when creating the activities was to start from a theme that would be related to students' reality. This is important because, according to researchers, students learn better when their course materials, activities, classroom practice etc. is related to their daily lives, because this helps them to make sense of what they are learning and fosters subsequent usage of the language. Therefore, all the themes and texts chosen are somehow related to a recent topic or subject. In accordance with the course requirements, there were created three units, each one encompassing the four skills. In each unit, the activities are integrated, that is, they are all related to each other. However, each unit is not necessarily related to the others, since they are mutually independent. The first and the second unit, for example, are designed for intermediate learners, whereas the last unit is aimed at basic learners.

In this unit, the central theme is Environmental Problems. The title suggests that it is important for us to help saving our world because, by doing this, we will be saving our own lives. It was chosen for being a much debated subject nowadays and students are likely to get interested and feel excited to learn more about it. The unit encompasses the fours skills and tries to encourage students to make intense use of

the target language. Images are strategically used to foster students' learning and use of the language. The first task, for example, requires students to look at some images that depict the result of some of the most known environmental problems like trash disposal, floods and global warming. In this task, students are supposed to look at the pictures and find a word or expression that would describe each one. The expectation is that they will come up with words like flood, rain, trash, global warming, pollution, etc. It is also probable that each student will come up with different words, which can be helpful to expand their vocabulary by sharing their different words with the rest of their classmates. Then, as a pre-reading activity, students are supposed to discuss about what the images bring to their minds. Afterwards, they read a text that talks about one of the mostly debated environmental problems: global warming. This topic was chosen because I thought students would be familiar with the subject and would be able to engage in discussions more easily and securely. Throughout the unit students are given plenty of opportunities to talk, because this is what the communicative approach emphasizes and what is expected to help students to automatise what they learn and to convert the declarative knowledge they acquire into procedural knowledge.

In the writing section of the unit, students are first helped to understand what a paragraph is. Then they are asked to write their own paragraph about global warming based on what they have learnt throughout the unit. It's interesting to notice that, although the focus of the tasks are learning and improving English, students can actually learn more about environmental problems and expand the knowledge they may already have about the topic.

Finally, students have a listening activity in which they will listen to a video from an Internet website that will serve as a closure to the unit, in addition to provide listening comprehension practice for the students. They should listen to the video, and answer some questions. Finally they should write a summary of the video main points, which will also serve as writing practice. This closes the unit and wraps up the discussion about the topic.

The other two units that were created for this work follow the same idea and a similar structure. They also try to provide practice for the four skills and to work with authentic texts, to give students the opportunity to use their target language in

context, discussing topics that are related to their personal lives. The second unit is based on the topic dieting, and the third and last unit is based on the topic sports.

The second unit follows basically the same structure of the first, with activities to practice reading, speaking, listening and writing. The third activity also explores music, which is another resource that can be used to help students internalize and automatise language features like vocabulary, grammar, idioms and pronunciation. All of the activities in each unit are integrated with each other and are related in relation to the topic and the features of language they work with. All through the units there was a tentative to be harmonious and to answer to the most important points discussed by language theorists and researchers.

### **The communicative approach**

The communicative approach is an approach to language teaching/learning that emerged in the 60's in response to structuralism and behaviorism approaches. The communicative approach advocates that "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" (KRASHEN, 1988). This approach has brought great contribution to change the general view of language learning and teaching, causing other approaches as structuralism and behaviorism to fall in discredit.

Whereas structuralism and behaviorism are based on the idea that students should be able to learn a language just by being exposed to input and by repeating pre-made exercises and drills, the communicative approach, on the contrary, is based on the premise that students can only learn a language when they use that language for real communication purposes, by practicing different features of language in a communicative manner like asking for information, giving instructions, writing letters, arguing, buying, exchanging, discussing, etc. Researchers believe that students will gain much more from this kind of interactive activities than from the study of language structure because they will be more concentrated in the accomplishment of the task through the use of language than in understanding the grammatical function itself (SCHÜTZ, 2007). The reason why the present work was

mostly based on the communicative approach is the author's belief that this is actually the best and most effective way to learn/teach a foreign language.

In which concerns grammar, it is important to remember that it is an important aspect of any language and thus is worthy of proper attention. In spite of this fact, there has been and there still is a lot of discussion around the topic: "Should teachers or should they not teach grammar explicitly to their students?" For a long time, the idea was that students had to know the grammar, so they could transfer that declarative knowledge, which involves knowledge of the rules of a given structure or feature of language, into procedural knowledge, which concerns knowledge of how to use a given structure or feature of language without necessarily being able to state the rules, thus producing language (GASS and SELINKER, 1994). Later, this view changed and grammar seemed to have become a sin, a banned practice that could never be mentioned to students. Fortunately, as researches advanced, the importance of grammar was recovered. What changed, however, is the view of how grammar should be taught. Nowadays, it is believed that grammar should be taught in a way that students will learn it in context, so they can create their own connections and make sense of what they are learning (CELCE-MURCIA & LARSEN-FREEMAN, 1999) . Teaching grammar explicitly, isolated from a context is extremely boring and discouraging for students, and will hardly ever produce any profitable results, as knowledge acquired in this manner can be easily forgotten. Therefore, in the present work grammar was dealt with always in context. In other words, it always started from something students had seen previously in the unit and then it was recalled in a posterior activity. The opposite never happens, because it would be contrary to what is emphasized by the communicative approach.

## **Conclusion**

Developing materials for teaching ESL is a great challenge. No wonder this task requiring a lot of hard work and review of scientific literature to be accomplished. Therefore, it can be said that even though theories cannot provide final answers for all the problems teachers may face in their teaching practice, they can help them to choose the best way of helping their students learn. The main goal of this work was to show this.



The accomplishment of this task was only possible because of the work of renowned researchers and theorists who have produced an endless resource that served as support for this piece of work. My own experience as a teacher and a student has also contributed for the completion of this job. To conclude, the ideas presented here were the result of creativity, study and hard work. All these elements acted in combination to make this work doable.

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**LISTENING ACTIVITIES/TESTS AND RELATED TRACKS ON THE CD**

<b>LISTENING ACTIVITIES</b>	
1 – Global Warming, page 10	TRACK 1
2 – How to Stay on a Diet, page 15	TRACK 2
3 – Eye of the Tiger, page 20	TRACK 3
<b>TESTS</b>	
1 – Listening (Weather Forecast), page 26	TRACK 4
2 – Listening (At a restaurant), page 29	TRACK 5
3 - Listening (Sports and Hobbies), page 34	TRACK 6