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Curso de Especialização em Inglês - CEI

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No Boundaries for Language

Belo Horizonte

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No Boundaries for Language:

English Teaching Material

Trabalho apresentado ao curso de pós-graduação de Ensino de Língua Inglesa da Faculdade de Letras da UFMG - FALE – CEI, como um dos requisitos para obtenção do título de especialista.

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Introduction

Language socializes. Language promotes interaction. Language gets people united.

There is a common sense belief that one only learns a foreign language when he moves to a country where that target language is spoken. Some people agree. Some people do not. I have never had the chance to go abroad and, speaking from experience, this factor was never a boundary for my accomplishment. When I made the decision of doing this specialization course I also had some unanswered questions in my mind. *Why do many people decide to learn a foreign language but only few remain faithful to this purpose? What are the causes which affect the rate of success of learners?*

No Boundaries for Language stands for these ideas:

- When it comes to learning a second language there are no physical, spatial limits for impeding someone to succeed.
- Working with authentic materials is the key to succeed as they provide examples of language produced for real communicative purpose (not just designed for classroom). Therefore, classes and learners are enriched with authentic information.

For this final paper, two didactic units were developed. These two units were designed in a way students work on the four main skills (listening, speaking, reading and writing) discoursing and discussing about topics which are really important for everyone. The two units are called *Men and Women are Different* and *A Healthy Lifestyle for Everyone*. They were developed for use with young adults and adults at the Intermediate level in English as a foreign language. They can be used at any Language Teaching Centres by any qualified teacher. The Units are divided into distinct sections in order to facilitate to the student as well to the teacher which skill will be addressed on them.

Each unit is followed by a Teacher's Guide that brings the answers to the activities, tips and notes that aim to provide the teacher with relevant reflections for his practices. There is also a test booklet involving listening, reading, writing and vocabulary exercises from the unit.

There is a CD containing the digital versions of the Units (Word and PDF format) plus folders with the videos related and extra images related to the each unit-theme.

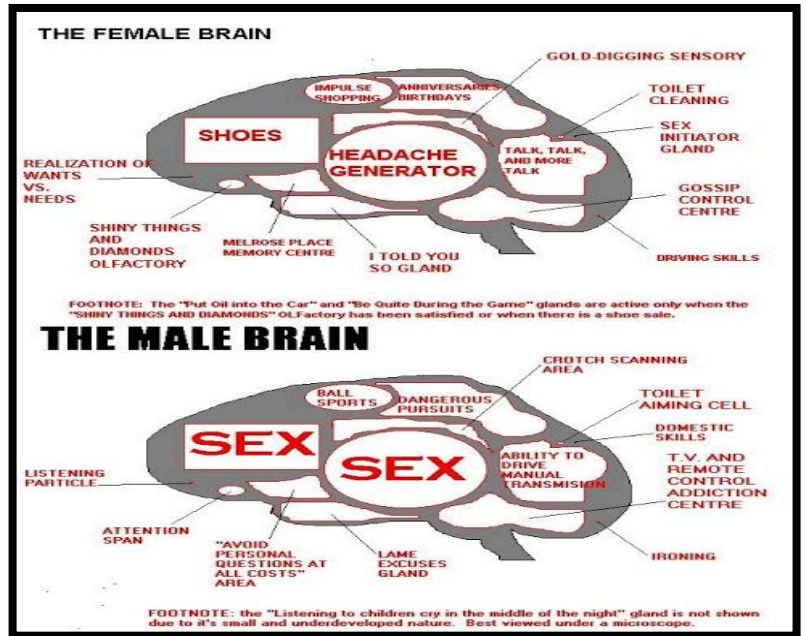
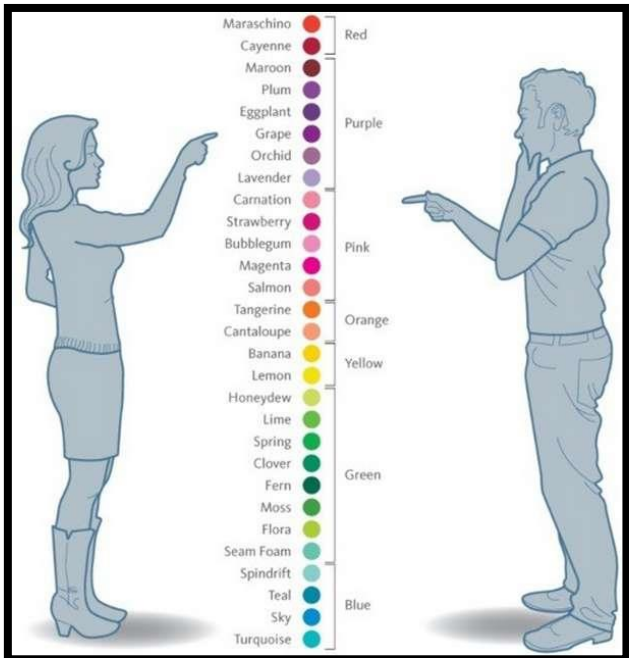
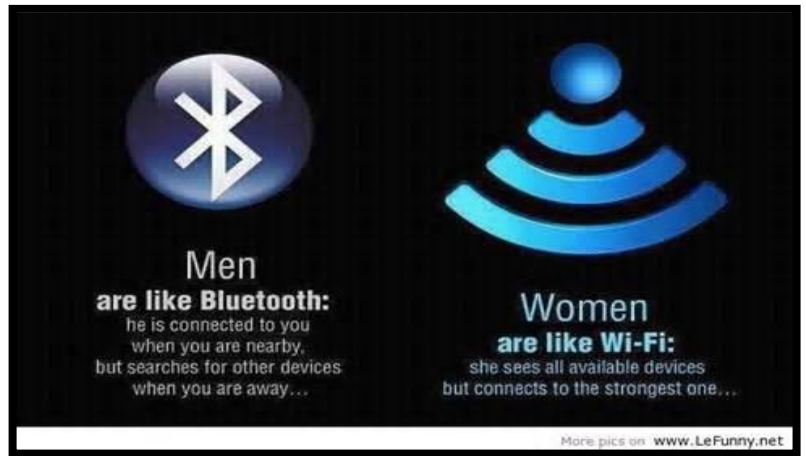
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Pedro Miranda

Unit 1 - MEN AND WOMEN ARE DIFFERENT

STARTING UP

Look at the pictures and discuss the questions below.



- In your opinion, do the pictures above describe the main differences between men and women well? Why? Why not?
- Which one represents best these differences? Why? (Note: If you do not agree with any of the representations, state your point.)

LISTEN UP AND TAKE HEED

Discuss these questions in pairs.

- Do you have friends of the opposite sex? Who are they? How do you get along?
- Do you think that men and women can be friends? Why? Why not?

Rachel Martin is the co-host of NPR news, a NYC radio station. She interviews Faith Salie and Mario Correa, who co-hosts *Relation Show* on member station WNYC. They share their thoughts on the topic entitled *Can Men and Women be Friends?*

1) Listen to the interview and complete these notes.

- CORREA: Even though these.....just friends, right, the man was more likely to see the woman as..... friend.
- MARTIN: I mean, why do have these feelings that thedon't? And why do the men think that is attracted to them, even if it's clearly the thing from her mind?
- CORREA: Or at least, you're not expressing them consciously. But you may bethings, like some guys'..... Meet Vanessa and Josh. They've been friends for.....

2) Choose the correct answer according to the participants' statements.

Men/Women report less attraction to their friend of opposite sex.

Men/Women overestimate how attracted their friends are to them.

Men/Women engaged in a relationship differ the way they are attracted to their friends.

Men/Women have a weaker evolved sexual strategy for engaging in sexual opportunities.

Men/Women have a coy strategy so as not to act out on sexual impulses.

3) Answer this question.

According to the audio, why do men think that their female friend is attracted to them even if it is something quite improbable? What do you think about this?

READING BETWEEN THE LINES

Before reading the article, discuss these statements with a partner:

- *Love is simply a feeling among many others.*
- *Selfishness is the main reason of divorce in marriages.*

Read the article below by James Dobson, co-founder of *Love won out*, a Christian Counseling Ministry in USA discoursing about marriage.

Is love enough to make marriage overcome bad times in a relationship? What is the key action for maintaining a marriage when storms come?

Is Love Enough to Make Marriage Succeed? James Dobson

If you and your spouse really love each other, won't that hold you steady when the storms come?



Not necessarily--and certainly not if you are thinking of love as a romantic feeling. Feeling wonderful about one another does not make two people compatible over the long **haul**. Many couples assume that the excitement of their **courtship** will continue for the rest of their lives. That virtually never occurs! It is naive to expect two unique individuals to mesh together like a couple of machines and to remain exhilarated throughout life. Even gears have multiple cogs with rough edges to be honed before they will work in

concert.

That **honing process** usually occurs in the first year or two of marriage. The foundation for all that is to follow is laid in those critical months. What often occurs at this time is a dramatic **struggle** for power in the relationship. Who will lead? Who will follow? Who will determine how the money is spent? Who will get his or her way in times of disagreement? Everything is **up for grabs** in the beginning, and the way these early decisions are made will set the stage for the future. The apostle Paul gave us the divine perspective on human relationships--not only in marriage, but in every dimension of life. He wrote, "Do nothing out of selfish ambition or vain conceit, but in **humility** consider others better than yourselves" (Philippians 2:3).

That one verse contains more **wisdom** than most marriage manuals combined. If heeded, it could virtually eliminate divorce from the catalog of human experience. It will give you stability when the storms begin **to howl**.

Match the words/phrases from the article (1-8) with their meanings (a-h). You can use a dictionary to help you.

1) Haul	A) Specialized behavior in animals that leads to or initiates mating.
2) Courtship	B) To contend vigorously with an adversary or adverse conditions
3) Honing process	C) Ability to judge what is true, right, or lasting
4) To struggle	D) To make a loud, roaring sound.
5) Up for grabs	E) Available for anyone to take or win
6) Humility	F) Produces a precision surface on a metal work piece by scrubbing an abrasive stone in order to improve its surface texture
7) Wisdom	G) Modest opinion of one's own importance or rank.
8) To howl	H) Something that is pulled or transported, a load.

According to Dobson's ideas decide whether these statements are true (T) or false (F).

- 1) () Love can resist any tragic situation in marriage since it is extremely powerful.
- 2) () To really love someone one needs to love himself first.
- 3) () Thrilling among couples does not remain the same throughout the years.
- 4) () The first two years of a marriage are the peaceful ones.
- 5) () In the early years of marriage there is an intense fight for power among spouses.

Choose the statement below which best represents the solution offered by James Dobson to make marriage succeed.

- 1) Take it or leave it!
- 2) Love is the only light!
- 3) Taking less and giving more!

WORD IN MIND

Look at the statements below.

- Many couples **assume** that the excitement of their courtship will continue for the rest of their lives.
- Some people **say** that if you ask a woman in the street how to get somewhere she will direct you via shops. If you ask a man he it will be via pubs.
- People **believe** women can use sex to get what they want. Men cannot, as sex is what they want.
- Men **claim** that only women can understand other women.

We can conclude that the verbs from the sentences given:

- () state descriptions of people.
- () report what one thinks about someone/something.
- () express extremes in exclamatory sentences.

In some situations with some verbs the word _____ can be dropped, especially in speaking. However, when it happens, the style of writing/ speech turns to be more informal.

- () this
- () at
- () that

Reporting verbs are verbs that are used when people report something about someone/something. In different contexts some of them may sound more formal and others more informal. Here are some examples:

To Argue To Admit To Claim To Assert To Report To Doubt
To Explain To Believe To Say To Feel To Assume To Disclose To Inform

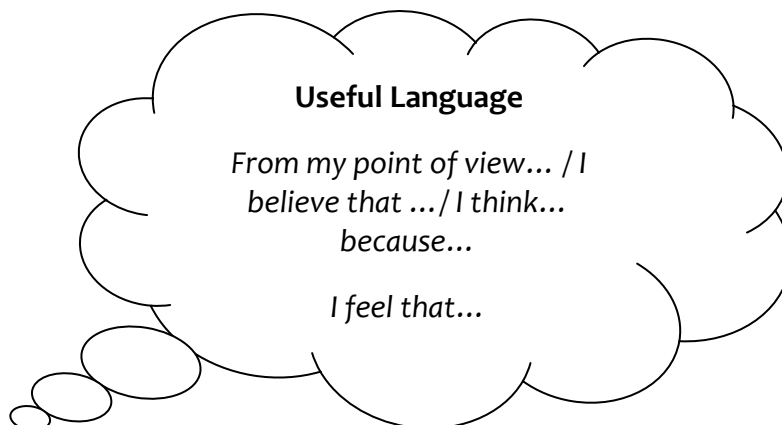
Rewrite each sentence using the verbs that you have just learned. Follow the model.

Model: DOBSON: “Feeling wonderful about one another does not make two people compatible over the long haul.” Dobson *asserts* that feeling wonderful about one another does not make two people compatible over the long haul.

- a) Richard Cohen: “Men speak in sentences. Women speak in paragraphs.”
- b) Emma Bunton: “Men are paid more than women for doing the same job.”
- c) Trevor Labelle: “Men cannot watch sports and talk to their wives at the same time.”
- d) Melanie W. : “Women have the ability to make men thin they are in charge.”

TALKING FOR A WHILE...

Reflect upon the statements given in the *Word in mind* section and select one to present to the class. Take notes about it and structure your presentation by justifying your choice. Try to use what you learned in *Word in mind* section. There is also a box below with useful language to help you state your opinions.

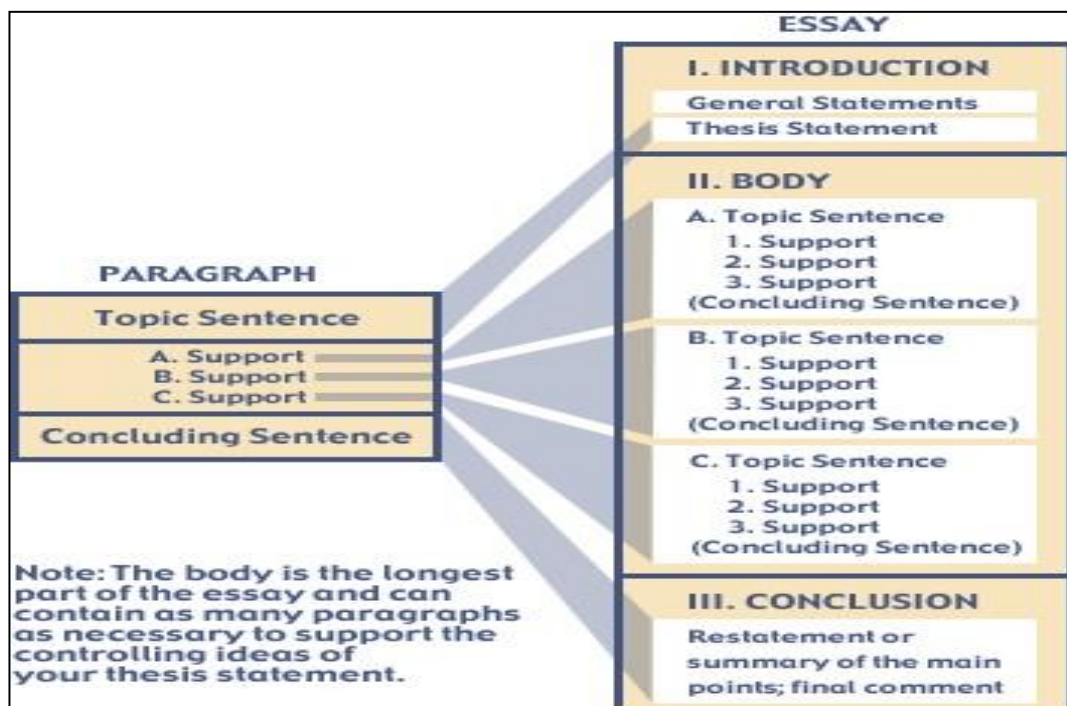


PUT PEN TO PAPER

Read the following statement:

- **Men** socialize by insulting each other, but they don't really mean it.
- **Women** socialize by complimenting each other, and they don't really mean it either.

- Write an essay (argumentative text) expressing your point of view on the statement given. Be creative, concise and try to use the linguistic resources that you learned in this unit.
- Remember to apply the correct structure of an essay: Stating the thesis, two body paragraphs and the conclusion (restating the thesis).
- Take a look at the picture below. Based on it, write your essay following the structure given.



GREAT PRONUNCIATION

Take a look at the statements below, read them aloud and notice the difference in pronunciation of the words in bold.

Access the website: <http://oald8.oxfordlearnersdictionaries.com/dictionary/> to help you.

- *Feeling wonderful about one another does not make two people compatible over the long **haul**.*
- *It will give you stability when the storms begin **to howl**.*

Notice that even they are subtle, the sounds are different. Special attention to the sounds /aʊ/ and /ɔ:/

Haul - hɔ:l/

Howl - /haʊ/

Which words from the box do have the /ɔ:/ sound? What about the /aʊ/ ones?

HOW - NOW - WALL - SAW - FORTY - MOUTH - WALK - HORSE - BORN - ROUND - SOUND

Unit 1 - MEN AND WOMEN ARE DIFFERENT

Teacher's Guide

Lesson Plan

It is very well known that men and women are different. This is not only anatomically speaking (which is obvious) they do present their behavioral differences. This first unit encompasses exactly this: the differences between men and women. This theme provides room for lots of discussions on the related topics, regardless of the ones chosen to be addressed here. In the Starting up section, students are encouraged to state *the basic differences between men and women* from their prior knowledge and beliefs on the topic. *Friendship among men and women* is addressed in the listening section. In the reading and vocabulary section there is an article concerning *Love in Marriage* where the main topic (men x women relationship) remains addressed. The grammar section aims to cover the understanding of *reported clauses as well as the main verbs used for this purpose*, either they are more formal or informal. Finally, in the writing section students are asked to write an argumentative text on a statement given.

Lead-in

- Before asking students to open their material on the Unit 1, write on the board *Men versus Women* and ask them what they think they are going to talk about.
- Ask students how different they think men and women are by giving examples of these differences.

NOTE: It is very important teacher's intervention/monitoring at this moment due to the preconceived/judgmental opinions that might arise. Through his/her intervention, the teacher must raise students' awareness that there are common sense stereotypes which are deeply rooted, when it comes to men and women's differences. Therefore, they should not be reinforced at all.

Starting up

- Have students in pairs or small groups (considering the number in the group you have), ask them to open their material and explore the pictures given.
- Tell them to answer the two questions below the page stating their opinions.
- Provide help to students with "useful language" for this activity. Tell them that there are common "bits of language" people commonly speak when they want to state their opinions about a topic. Write on the board these ones:

In my opinion... *From my point of view..* *I think / I believe (that)....*

- When this task is done, students share their answers with the whole class.

Listen up and take heed

Pre-listening phase

Optional: Ask students if they like listening to radio station programs and if they do, also ask them the kind of program they like, what audience it is mainly addressing, etc.

- Ask students if they believe that it is possible for men and women to be friends.
- Have them respond to the questions given in order to encourage them to talk and think about the audio that they are about to listen to.
- Tell the students that they are going to listen to an audio from a radio station program. Play the audio twice.

Listening phase

NOTE: Tell students that the main goal of this activity is to understand the message as a whole, not every single word spoken. (Some students might get anxious because of this). It may be useful to write on the board some key words in order to facilitate their comprehension.

Suggested words: friendship, relationship, sexual attraction, feelings, sexual strategy, etc.

- Play it for the third time and have the students fill in the answers into the blanks and answer the two other questions.
- Go over answers with class.

Answers

1)

CORREA: Even though these **pairs were supposedly just** friends, right, the man was more likely to see the woman as **more than a** friend.

MARTIN: I mean, why do **men in these friendships** have these feelings that the **women** don't? And why do the men think that their female friend is attracted to them, even if it's clearly the **farthest** thing from her mind?

CORREA: Or at least, you're not expressing them consciously. But you may be **doing unconscious** things, like some guy's **chores**. Meet Vanessa and Josh. They've been friends for **over a decade**.

2)

Men/Women report less attraction to their friend of opposite sex.

Men/Women overestimate how attracted their friends are to them.

Men/Women engaged in a relationship differ the way they are attracted to their friends.

Men/Women have a weaker evolved sexual strategy for engaging in sexual opportunities.

Men/Women have a coy strategy so as not to act out on sexual impulses.

3) Why do men think that their female friend is attracted to them, even if it is something quite improbable?

Possible answer: *Men have a stronger evolved sexual strategy for engaging in sexual opportunities. Over evolutionary history, men who had - who received subtle signals or ambiguous signals of sexual interest, needed to act on them because if they didn't, they would have been out-reproduced by men who did.*

Reading between the lines

Texts are understood in different ways by different readers. That is because reading involves incorporating what a person already knows with different knowledge sources in memory. Many strategies need to be applied when one's reading abilities are being worked on. This section aims to develop skills in understanding vocabulary in context (there is not a separate section for vocabulary only), making inferences and giving a personal/critical reaction to a reading.

Pre-reading phase

- As a pre-reading activity, write on the board the following: *Love is enough to make a marriage succeed*. Ask students if they agree/disagree with the statement by justifying it.
- With the whole class, brainstorm suggestions for how to maintain a marriage during hard times.
- Have students in pairs/trios to discuss the two statements given. After that, ask them to share their ideas with the class.

NOTE: Do not skip/ignore the pre-reading phase. Have in mind that a pre-reading activity is a great strategy so as to activate students' background knowledge of the topic they are going to read. The comprehension success rate of a text is intrinsically linked to the access of this prior knowledge.

- Still in the pre-reading stage, ask students to skim the text in order to identify elements such as core words that will help them understanding the uncertainties that might arise.

NOTE: When it comes to developing reading skills, it is very important to consider the notion of genre on the texts given. Therefore, tell students the text they are about to read is an article that the main function is to offer help and guidance to married couples who are facing troubling times in their marriages.

Initial Reading phase

- Give time to students to do the initial reading of the text. When they are done, tell them to start doing the vocabulary matching exercise.
- Students work individually to complete the exercise. Go over answers with the class. Ask them if there are words they do not know the meaning and explain them.

Rereading phase

- Ask students to read the text again and have them to do the exercises 2 and 3. Go over answers with the class.
- Explore the answers from exercise 3 and ask students these optional follow-up questions on a short speaking section, such as:

How did you come up with this answer?

What would you do to maintain your marriage if storms come?

Do you think men have more responsibilities than women on marriage or vice-versa? Why?

Answers

Match the words/phrases from the article (1-8) with their meanings (a-h). You can use a dictionary to help you.

1 H / 2 A / 3 F / 4 B / 5 E / 6 G / 7 C / 8 D

According to Dobson's ideas, judge whether these statements are true (T) or false (F).

1 F / 2 F / 3 T / 4 F / 5 T

Choose the statement below which best represents the solution offered by James Dobson to make marriage succeed.

3) Taking less and giving more

Word in mind

- Books closed. Write on the board these two sentences:

Don't lie to your spouse. It will undermine your marriage.

Some people believe (that) if you lie to your spouse it will undermine your marriage.

- Underline the verbs from the sentences written.

- Ask students what is different about the two sentences.
(Answer: *The first sentence is expressing the belief (thinking) of one individual. The second sentence is reporting what many people believe and uses a reporting clause*).
- Books open. Spot some students to read aloud the statements given in this section.
- Ask them if they have any idea why these verbs are underlined. After that, ask them complete the rules. (Students work individually).
- Tell them that *that* sometimes can be dropped. Here are some situations:

- That' can be dropped after reporting verbs such as say (that), tell someone (that), regret (that), imply (that), etc.
- Some adjectives can be followed by 'that' when answering the question 'why'. 'That' can be dropped after the adjective.
- It's common to drop 'that' when it is the object of the relative clause it introduces.

NOTE: A lot of people skip that in informal, spoken English but formal English requires it. In the same way that there exists a school of thought that argues that punctuation only gets in the way and slows the reader down. Similarly, another school of thought regards the “clause connector” (conjunction) that as unnecessary. They argue (that) sentences become shorter, sharper and neater when that is removed. I am not convinced. The danger with regularly removing that from your writing is that “neater” can lead to misunderstanding by the reader, as well as halting the reader’s flow... Overall, the philosophy to keep in mind is this: take care to decide where and when to fade between formality and informality in your writing. The inclusion of that can be a significant marker of where your level of formalities lies. Be sure to include that where it is deemed appropriate, and there is nothing wrong with erring on the side of caution because it does no harm to always keep it in.

Available at <http://www.rebecaschiller.com/grammar/keep-that-or-drop-that/> Accessed on Jan 13th, 2014.

Answers

Report what one thinks about someone/something

That

- Richard Cohen *claims that* men speak in sentences but women speak in paragraphs.
- Emma Bunton *says* men are paid more than women for doing the same job.
- Trevor Labelle *asserts that* men cannot watch sports and talk to their wives at the same time.
- Melanie W *believes* women have the ability to make men thin they are in charge.

Talking for a while...

- Explain the task. Read aloud the statements given in the grammar explanation. Ask them if they have any doubts understanding them. Help them if they do.
- Divide the class in pairs or trios and have them do the task.

NOTE: Avoid having them to do this task individually in case you teach to a large group of students, since they are supposed to share their ideas/opinions with the whole class, it might take too long.

- Give them approximately 10 minutes to discuss the statements among themselves as they take their notes.
- Reaffirm that it is expected that they use the reporting verbs learnt from the grammar section.
- Have the students to share their peers' opinions with the rest of the class using reported clauses.

Optional: Promote real interaction among them. Ask questions such as: *Why did you choose this statement? What led you to this conclusion? Do you agree with your classmate's (you say his/her name) point of view? Why? Why not?*

Put pen to paper

By the end of the unit, especially after the speaking section is done, students will certainly be equipped with lots of ideas/arguments on the topic *Men and Women are different*. They are expected to write a composition on the statement given. Tell them that the three best texts will be displayed on the walls of the school throughout the Gender Discussion week.

- Write on the board the following:

Narrative, Expository, Argumentative, Descriptive

- Elicit from students what they know about these four types of texts and tell them they are going to produce an argumentative one, which is also known as an Essay.

NOTE: At this moment, raise students' awareness on the notion of text genres. Remind them that genres are not always precisely definable however they play an important role determining what a person expects to read or see. Different text genres have different interactional aims embedded in their messages.

- Briefly remind them that there are three common types of essays: Argumentative, Expository and Narrative. (*It is expected they have already learned and worked with all of them since they are on upper-intermediate level*).

NOTE: On this short review focus that an English argumentative essay is basically consisted of five paragraphs: the introduction, three body/development paragraphs and the conclusion.

- Provide students transition words (words used to support transition statements on body paragraphs). Write some on the board.

Examples:

Moreover, in fact, on the whole, furthermore, as a result, for this reason, similarly, likewise, it follows that, naturally, by comparison, surely, yet.

- Students work individually to write their compositions.
- Walk around the class and help as needed.

Great Pronunciation

Some words in English may have similar spelling but different sounds. Others have different spelling but similar sounds. As the English language is not a language in which the pronunciation of the words is identical to the spelling IN most of the cases, it is important to raise students' awareness of the situations in which mispronunciation may lead to breakdowns in communication. In this section the teacher is expected to encourage/help students "to train their ears" with the sounds of /aʊ/ and /ɔ:/ through the online/digital resources.

Answers:

/aʊ/ sound: How, now, sound, mouth, round.

/ɔ:/ sound: Wall, walk, saw, born, horse, forty.

Test File Answer Key

1) Suggested answers:

Some people say that a successful man is one who makes more money than his wife can spend and a successful woman is one who can find such a man.

People claim that there are two times when a man doesn't understand a woman- before and after marriage.

Many people agree that to be happy with a man, you must understand him a lot and love him a little.

Women affirm they have the last word in any argument and anything a man says after that is the beginning of a new argument.

2) 1 F, 2 F, 3 T, 4 T, 5F, 6 F, 7 T, 8

3) 1 b / 2 c / 3 d / 4 a / 5 f / 6 g / 7 e

4) c / g / a / e / b / f / d

5) *Suggested answers:*

a) According to Venker, equality exists between men and women when it comes to affirm that both are valued and worthy although they are not the same as being identical, interchangeable beings. Therefore, we may be happy when we start understanding that each gender has been blessed with amazing and unique qualities as well as differences that need to be considered and respected.

b) The causes of breakdown in marriage is the competition between husbands and wives about who does more in the home and the lack of appreciation of the qualities each one has.

c) The Modern Feminism movement stands up for the idea that women don't need men nor marriage to feel fulfilled in life and equality between sexes must exist because gender is a socially constructed notion. Women are completely capable of executing the jobs/tasks men do therefore they deserve the same opportunities men have, professionally and socio-emotionally speaking. On the other hand, Suzanne Venker claims that those ideas resulted more in mass confusion than equality. According to her, men and women have lost the idea of their roles in marriage as complementary individuals as well as the awareness of how their differences may contribute for the good.

Listening Transcription – *Can Men and Women be Friends?*

Source: <http://www.npr.org/blogs/monkeysee/2012/06/17/155197529/can-men-and-women-be-friends>

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RACHEL MARTIN, HOST:

On member station WNYC's RelationShow, Faith Salie and Mario Correa delve into the psychology of modern romance. They turn to science - and sometimes, to each other - to help unravel the mysteries of love and connection, like this one:

MARIO CORREA: Do you believe that men and women can be just friends?

MARTIN: This question was put to college students at Utah State in a YouTube video, viewed nearly 7 million times. You may notice a pattern in the answers.

UNIDENTIFIED WOMAN #1: Yes.

UNIDENTIFIED MAN #1: That's no.

UNIDENTIFIED MAN #2: No way.

UNIDENTIFIED MAN #3: No.

UNIDENTIFIED WOMAN #2: Yes.

UNIDENTIFIED MAN #4: I don't believe so, no.

MARTIN: OK. So, you get the picture. Women said yes, men said no. And according to Mario Correa and Faith Salie, it's those skeptical men who may well be right. Hi guys.

FAITH SALIE: Hey, Rachel.

CORREA: Hey there, Rachel.

MARTIN: OK. So, you two - this is actually a topic that I've discussed quite a bit with friends and family, for some reason. And I have to say that based on my very rudimentary research, I do not think that it's truly possible for men and women to be just friends. I mean, you two have managed to do it, but I suppose that's a little different.

SALIE: Yeah, yeah, the gay-straight thing, you know, sure makes it easier.

CORREA: Although Faith totally checks me out still even today, so.

SALIE: Yes, Mario, I like what you've done with your chest hair for summer.

MARTIN: OK. So all of that aside, you two have been digging into the science of straight, opposite-sex friendships, right?

CORREA: Yeah. We basically wanted to find out why men and women view their opposite-sex friends differently. You know, like, why platonic relationships are fraught with sexual tension and unexpressed feelings and, you know, all that good stuff.

SALIE: So we spoke to Dr. April Bleske-Rechek, an associate professor of psychology at the University of Wisconsin. And she's just published the results of two studies that examined real-life male-female friendships, and found out what these men and women were really thinking.

DR. APRIL BLESKE-RECHECK: The men reported more attraction to their friend than the women did. And the men also overestimated how attracted their friends were to them.

CORREA: Even though these pairs were supposedly just friends, right, the man was more likely to see the woman as more than a friend.

SALIE: And in many cases, even if the woman in the pair was not attracted to the guy, the guy assumed she was. So...

MARTIN: Of course he did.

SALIE: Yeah.

(LAUGHTER)

CORREA: Surprise, surprise.

BLESKE-RECHECK: And then the most interesting thing for me was that men who are single or involved, don't differ in how attracted they are to their female friends, whereas women do. So if women are already involved, or their friend is involved, they seem to be off-limits. And men don't experience that.

MARTIN: But why is this happening? I mean, why do men in these friendships have these feelings that the women don't? And why do the men think that their female friend is attracted to them, even if it's clearly the farthest thing from her mind?

SALIE: Yeah, that's what we asked Dr. Bleske-Rechek.

BLESKE-RECHECK: I think that men have a stronger evolved sexual strategy for engaging in sexual opportunities. I think that over evolutionary history, men who had - who received subtle signals or ambiguous signals of sexual interest, needed to act on them because if they didn't, they would have been out-reproduced by men who did.

CORREA: So in other words, it's basically evolution. Because you got to remember that platonic relationships are still like a basically novel concept in the history of mankind, right? So, what Bleske-Rechek is saying is that today, men are still acting out on those impulses to express attraction, you know, to reproduce, even though they're engaged in friendships.

SALIE: Yeah, and Bleske-Rechek says that the fact that women don't act on that impulse quite as often doesn't mean they don't feel that attraction. It may just be an unconscious choice on our part - or even, unwittingly, a coy strategy.

BLESKE-RECHECK: It's quite possible that for women, actually not being aware of attraction to a cross-sex friend, or not expressing it, could actually be to their advantage. So women may send subtle signals without even realizing it, that could kind of lead men on and proffer protection and benefits.

MARTIN: Hmm. We're so complex, Faith. So women may well have these feelings, but we're not expressing them?

CORREA: Or at least, you're not expressing them consciously. But you may be doing unconscious things, like some guy's chores. Meet Vanessa and Josh. They've been friends for over a decade.

JOSH: Crush? Did you have a crush on me?

VANESSA: No, it wasn't a crush, but there was about a two-week period where I did think maybe I had feelings for Josh. And it all started because I did his laundry for him, at one point, in college. I don't remember why I did your laundry for you. Looking back, someone said to me, like, why did you do his laundry for him? Like, you must have feelings for him. And I just went into this whole spin - like, maybe I do have feelings for Josh. And that ended with you sleeping with my best friend.

(LAUGHTER)

JOSH: Second-best friend.

VANESSA: Yeah, my second-best friend. So that was the end of that two-week period, and I've never thought about it since.

MARTIN: I love that it's the second-best friend.

(LAUGHTER)

CORREA: Imagine what would have happened if he'd slept with the best friend. Yeah, yeah.

MARTIN: OK. So, the moral of the story is - I guess it's just really complicated.

SALIE: Yeah, it is. And - and it's all evolution's fault.

MARTIN: Blame it on evolution. Blame it on biology. We will leave it at that. But I can't let you two go without saying congratulations to Faith. You have entered into one of the most deeply emotional relationships ever. You had a brand-new baby boy a couple of weeks ago, so congrats.

SALIE: I did. Thank you. I'm about cry. And Rachel, you are about to join the club. Congratulations to you.

MARTIN: Thank you so much.

CORREA: So exciting.

MARTIN: The club of motherhood. I am actually due today, so could be an interesting day. I'll be taking a break from the air for just a few weeks - hopefully, a little bit longer than you did, Faith.

SALIE: Oh, trust me, I am going right back to bed.

CORREA: I am too, actually. Can I do that, too?

(LAUGHTER)

MARTIN: Sure. Mario Correa and Faith Salie co-host RelationShow on member station WNYC. You can follow them on Twitter @RelationShow, or learn more about them at RelationShow.org. Thanks, you guys.

SALIE: Thanks, Rachel.

CORREA: Thanks, Rachel.

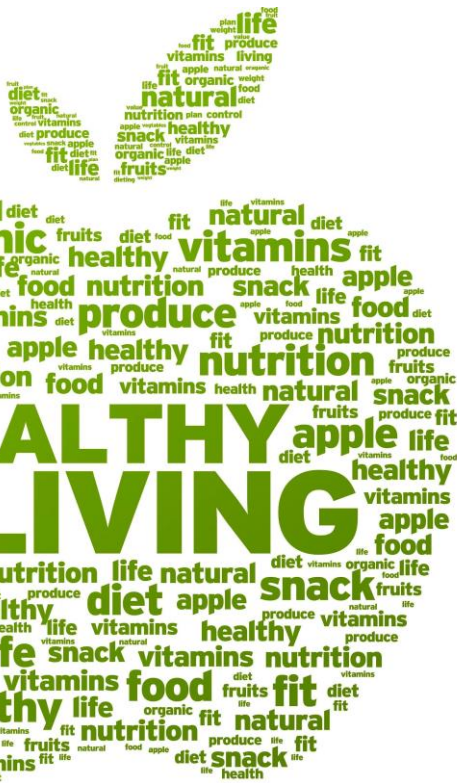
(SOUNDBITE OF MUSIC)

MARTIN: This is WEEKEND EDITION from NPR News. I'm Rachel Martin.

Unit 2 – A HEALTHY LIFESTYLE FOR EVERYONE

STARTING UP

Look at the pictures and discuss the questions.



- Do you think you have a healthy lifestyle? Why? Why not?
- Why do many people try to have a healthy lifestyle?
- How important is to have a healthy lifestyle? In a healthy lifestyle what is more important: physical activity, sleep quality or healthy meals?
- Do you think diets are useful or not? Have you ever tried to go on one?
- Is doing physical activity (jogging, going to a gym and swimming) important for you? Why? Why not?
- In a scale from 0-10, where would your sleep quality be? Justify your response.

The words/phrases below are related to healthy and unhealthy lifestyles practices. Write down on the left side of the picture the ones which are good habits and on the right side the ones which refer to bad habits.

Wearing headphones for long hours Binge drinking Smoking Junk Food
 Fast eating Nail biting Weight control Vitamins taking Meditation
 Sleep deprivation Deep breathing practicing Physical activity Procrastination



“ Unhealthy habits are not broken. They are replaced.”

LISTEN UP AND TAKE HEED

Discuss these questions in pairs.

- How many hours of sleep do you generally need per night?
- What time do you usually go to bed? What time do you usually wake up?
- In your opinion, how important is sleep? Why?
- How do you think sleep deprivation affects one's body? Give examples

Dr Will Clower is a regular contributor doctor from *KDKA.com*. Watch a video from Youtube (<http://www.youtube.com/watch?v=hWTwdJGS4Vc&hd=1>) where he talks about the neuroscience nature of sleep, why it's so important, and some ideas for getting better sleep. Then, decide whether statements below are true (T) or false (F).



1. According to the American Academy of Sleep Medicine, sleep is divided into five different stages.
2. The reason adults are more likely to wake up in the middle of the night has to do with the fact that as people get older the sleep cycles get narrower and less deep.
3. Having caffeinated drinks is okay provided you have those 3-4 hours before going to bed; otherwise they can prevent you from having a deeper sleep.
4. Getting exercises two hours before bed is the key to getting a good night's sleep because your body is relaxed enough to fall asleep easily.
5. According to Doctor Michael Lacey, the founder of the Sleep Institute around Atlanta, it's highly recommended to have a glass of wine before bed because it helps your body to fall asleep quickly and wash through.

Watch the video again and fill in the blanks with the words from Dr. Wil Clower's speech.

- “The American of Sleep Medicine defines four different sleep stages. The first is REM, that's when you have and you're more likely to Below that, there are deeper and deeper of sleep.”
- “However, alcohol acts in the same way barbiturates do in that they will REM sleep. I was talking to Doctor Michael Lacey who founded the Sleep Institute around Atlanta about this and he said there's a effect that happens with alcohol. So, if you have alcohol you go to sleep it takes about four to wash through and then you pop out of sleep.”
- “Don't exercise more than a few hours, two to three hours, before bed just because it revs up your metabolism makes it to go to sleep so getting exercises key to getting a good night sleep but not before you go to bed.”

Watch the video for the third time and answer the questions:

- a) What are the consequences of sleep deprivation?
- b) How can people realize they are not having enough sleep?
- c) According to Dr. Will Clower, why does “the warm milk thing” work?

READING BETWEEN THE LINES

Discuss these questions with a partner.

- Do you think unhealthy habits and disease are on the same level, when it comes to treatment the latter receive?
- In your opinion, what are the most common risk behaviors (unhealthy habits) people take?
- What do you understand by “preventive care”?
- In your opinion, what are the consequences people's unhealthy habits may lead to the health care system of a country?

Read the article below by Amanda Woemer, from *FoxNews.com* discoursing about how unhealthy habits are harmful not only for people who live an unhealthy lifestyle but also for the health system care of the USA.

Unhealthy habits should be treated as aggressively as disease, American Heart Association says *By Amanda Woerner*



While it's easy to walk into a doctor's office and leave with a prescription to treat high blood pressure, some physicians don't take the time to address the unhealthy habits that cause these issues in the first place.

As high rates of obesity and **skyrocketing** health costs become an increasing problem in the United States, the American Heart Association (AHA) has published a new report in the journal *Circulation*, issuing a call for doctors to start treating damaging lifestyle habits as aggressively as they would any other health condition.

According to lead author Bonnie Spring, poor lifestyle habits like smoking or overeating have serious health implications, which can ultimately cost the health care system millions of dollars each year.

"It's just abundantly clear that chronic diseases are **bankrupting** our health care system..." Spring, a professor of preventive medicine, psychiatry and behavioral sciences at Northwestern University in Chicago, told *FoxNews.com*. "If we could **rein** in these risk behaviors like smoking, physical inactivity, poor quality diet, obesity, we would greatly reduce the amount of chronic disease that we have – particularly long term chronic disease that's very expensive to manage."

However, several obstacles stand in the way of making preventive health care more accessible, according to Spring. Treating underlying behavioral issues often takes more time and money than simply writing a prescription, and many physicians don't receive **reimbursements** from health insurance companies for this type of care.

“The level of reimbursement is very low to a point where most physicians probably don’t even bother to bill it...(and) nutritionists, exercise therapists and health psychologists are not able to be reimbursed for this kind of treatment (either)... I think that’s a mistake, there’s a big problem here,” Spring said.

Beyond the financial limitations imposed by insurance companies, many doctors are also pressed for the time to properly address and follow-up on patients’ lifestyle habits. As a result, Spring said that doctors need to find a way to offer a more community-based approach to preventive care.

For some physicians, this might mean bringing on additional nurses or physician’s assistants to counsel patients on healthy lifestyle habits or educate them about community organizations, like the YMCA, that might offer healthy living programs.

Overall, the AHA hopes that measures like these will provide people with the support and education they need to avoid the **long-term**, chronic health conditions that often result from unhealthy habits.

“Yes, it is an individual’s responsibility, but we individuals live in environments that are not real helpful in these things. We are heavily marketed foods that are not the best for us; we work multiple jobs; we spend too much time sitting,” Spring said. “It’s a personal responsibility, but it’s a tough one, and we would benefit from having added support.”

Source: <http://www.foxnews.com/health/2013/10/08/unhealthy-habits-should-be-treated-as-aggressively-as-disease-american-heart/>

Read the text and match the letters (a-g) with the sentences that best summarize the idea from each paragraph.

- a) 1st paragraph () Everyone has the responsibility about his self-healthy lifestyle education.
- b) 2nd paragraph () *Unhealthy habits* is the main reason people walk into doctors’ offices
- c) 3rd paragraph () Financial limitations hinder good assistance service to preventive care.
- d) 4th paragraph () Healthy living programs are good at counseling people on healthy habits.
- e) 5th paragraph () The solution for avoiding crises in the health care system.
- f) 6th paragraph () Physicians are not paid for preventive health assistance service.
- g) 8th paragraph () Importance of starting treating bad lifestyle habits as disease.

Match the words/phrases from the article (1-8) with their meanings (a-h).
You can use a dictionary to help you.

9) Skyrocketing	I) Demanding or troubling.
10) Bankrupting (to bankrupt)	J) Compensation paid to someone for damages or losses or money already spent, etc.
11) To rein	K) To send or present and account for payment to (a person)
12) Reimbursement	L) Rising or increasing rapidly or suddenly, esp. to unprecedented levels
13) To bill	M) To ruin financially ; to impoverish
14) To counsel	N) To recommend, to advise.
15) Long-term	O) To restrain or control
16) Tough	P) Covering, involving, or maturing after a relatively long period of time.

Source: <http://www.thefreedictionary.com>

According to the ideas presented in the article decide whether these statements are true (T) or false (F).

- 6) () Nowadays patients walk into a doctor's office in order to search for counseling rather than simply getting a prescription.
- 7) () Most of health insurance companies do not compensate physicians for preventive health care services.
- 8) () Physicians claim the time they have to address patients' lifestyle habits is not sufficient for an effective care.
- 9) () Unhealthy habits result chronic health conditions in a short period of time unless they are prevented through medication and health care education.
- 10) () There are no excuses for neglecting healthy lifestyle habits since the environment people live in is proper for succeeding in this issue.

Answer the questions.

- a) According to the text, what effective measure for stopping the bankruptcy of health system care would be?

- b) What can doctors do to overcome the financial limitations imposed by insurance companies?

WORD IN MIND

Look at this statement extracted from the text in the *Reading Between the lines* section.

*“If we **could rein** in these risk behaviors like smoking, physical inactivity, poor quality diet, obesity, we **would** greatly **reduce** the amount of chronic disease that we have.” Dr. Spring*

It is possible to conclude that the statement above suggests that:

- () there is a result/conclusion of an idea.
- () there are two different ideas being contrasted.
- () there is a conditional idea linking two clauses.

The statement above describes a situation that:

- a) has a real possibility of occurring.
- b) refers to a present unreal situation and/or unlikely to happen.
- c) refers to a past situation that actually did not happen.

Now, look at these two statements:

- *If I **were** you, I **would sleep** eight hours per night to feel restful.*
- *If she **did** physical activities, she **would lose** weight in a short-period of time.*

The form 'If I were you' is often used to:

- a) Show agreement/disagreement.
- b) Give advice.
- c) Deviate from a topic.

The two statements above are sentences which describe situations/events that are _____ or _____ to occur. We call them _____ conditionals. In these conditionals, we use the _____ tense or _____ in the if-clause, _____ + base form of a verb in the _____.

- a) Real – less likely – real – simple past – were – would – result clause.
- b) Unreal- less likely – unreal – simple present – were – would – result clause.
- c) Unreal – less likely – unreal - simple past – were – would - result clause.

Read the sentences below. In which sentences are the events less likely to happen/imaginary?

1. If everyone had clean water to drink, there would be a lot less disease.
2. If she knows the time, she will come to the stretching lesson.
3. Daniel would take a nap at lunch break, if he had the time.
4. Peter will work less if he gets a promotion.
5. If we finish late, we won't go to the gym tomorrow morning.
6. What would you do if you were a health care counselor?
7. If they asked me to prepare that light meal, I would do it for certain.

Conjugate the verb in parentheses in the correct tense used in *Unreal Conditional*.

1. If he _____ (exercise) more, he would be in shape.
2. They would sleep better if they _____ (turn) the bedroom lights off.
3. If I _____ (be) you, I would stop smoking!
4. George _____ (buy) a stationary bike if he _____ (have) enough money.
5. If Jason _____ (run) 5 miles per day, he _____ (lose) weight easily.

TALKING FOR A WHILE...

Watch the following videos from Youtube.com.

How to relieve stress with foods that reduce stress

Source: http://www.youtube.com/watch?v=8_5RE_9STFY&hd=1

You are what you eat



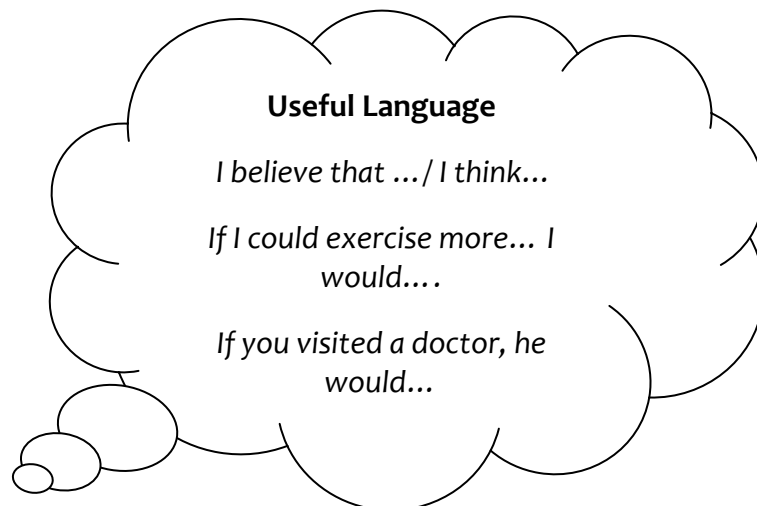
How to start living a healthier lifestyle

Source: <http://www.youtube.com/watch?v=xSOwhEkqsbQ&hd=1>



1. Take notes about the topics addressed on the videos. Select 5 points you consider relevant and also rank them.
2. In small groups (3-4 people), present your choices. Justify them by saying how they can improve one's lifestyle.
3. List and check within the group the notes you have in common and present to the other students.

Try to use the structure that you have learned in the *Word in mind* section. There is also a box below with useful language to help you state your opinions.








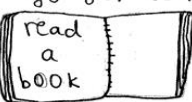
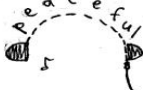

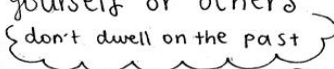

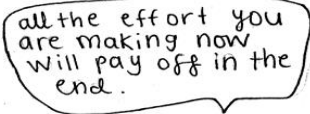

PUT PEN TO PAPER

A friend of yours has been living an unhealthy lifestyle. He/she does not exercise, does not have healthy dietary habits and does not sleep well. He/she has told you how negatively those habits have been affecting him/her. Your friend asks for your help since he/she has you as a living example of a person who lives a healthy life.

Write to your friend an email telling him/her how sorry you feel about him/her and that you are willing to help.

Guidelines

- Ask him/her the reasons which have led him/her to that unhealthy lifestyle and tell him/her other consequences he can have in case of keeping on living that way. Use all the information/knowledge you learned from the unit;
- Look at the picture below and extract points you consider relevant for suggestions;
- Try also to use expressions and structures you learned in this unit on your writing. For instance, *Conditionals* (in the grammar section, the way we express ourselves when we mean what actions we would do if we were in his/her shoes) and *Useful Language* (“bits of language” used for giving recommendations) in the speaking section;
- Have in mind that when it comes to texts such as e-mails, letters and notes, especially when the recipient is someone acquainted to you, the language is predominantly informal;
- Leave room for your friend replies you whenever he needs to;
- The best emails will be published on School newsletter on the Health Section.

20 THINGS TO	START DOING .
1. Drink a lot of water and green tea 	11. begin yoga or meditation
2. Eat a big breakfast, average lunch & a tiny dinner 	12. do not put things off 
3. Eat fruit & vegetables + natural food	13. avoid processed food
4. go for a walk /swim/ bike ride 	14. Stretch daily to increase flexibility 
5.  read a book	15. listen to  peaceful music 
6. go to bed earlier	16. live in a tidy space
7. stop thinking negative thoughts about yourself or others	17. wear clothes that make you happy
8.  don't dwell on the past 	18. throw away things you don't need.
9. enjoy little things in life	19. remember that  all the effort you are making now will pay off in the end.
10. do not judge or compare yourself to others	20. GO OUTSIDE  more

Unit 2 – A HEALTHY LIFESTYLE FOR EVERYONE

Teacher’s Guide

Lesson Plan

“Everyone wants to be happy”. “Everyone wants to live well” “Everyone deserves a healthy life”. These statements do not sound strange to us. In fact, they do sound very familiar. Especially in these days in which people’s awareness of having *good habits* and living a *healthy life* are the plausible solutions for combating the stress from a hectic lifestyle that we live. This unit encompasses the top three pillars of a healthy lifestyle: *A Healthy Diet, Sleep quality and Physical Activities*. This theme provides room for lots of discussions on topics related regardless of the ones which are addressed more. In the Starting up section students are encouraged to describe, analyze and reflect upon healthy/unhealthy lifestyle models and their implications. *The importance of having good sleep* is addressed in the listening section. In the reading and vocabulary section there is an article concerning *Unhealthy habits bankrupting health care system* in which the main topic (healthy/unhealthy habits) remains. The grammar section aims to cover the understanding of *conditional statements in hypothetical/imaginary situations* thus encouraging students to improve and use them more frequently in conversations. Finally, in the writing section students are asked to *write an email to a friend giving suggestions* on how to break bad habits and start living a healthy life.

Lead-in

- Books closed. Write on the board *Sleep, Diet, Fitness Activities*.
- Ask students what they think they are going to talk about. Brainstorm with them some words related to *Sleep, Diet, and Fitness Activities* and write them on the board.
- Tell them that in this unit they are going to explore topics related to healthy/unhealthy habits in one’s life and *Sleep, Diet and Fitness Activities* are considered the pillars of a healthy lifestyle.

Starting up

- Books open. Have students in pairs or small groups to explore the pictures given in this section. Ask them to describe them and make comments in whatever aspects they want to.
- Move to the questions. Give them 3 minutes to read the questions and organize mentally their answers.
- Students have 10 minutes to discuss the questions with their partners/group members. Walk around class to check students’ interaction.
- When they are done, have some students share their answers with the whole class.

- Books closed. Write on the board *Healthy habits x Unhealthy habits*. Tell students that as good habits help to improve one's life quality, there are several bad habits which spoil one's life quality. Ask them to come up with examples of good and bad habits. Write their answers on the board.
- Books open. Ask them to do the task. Go over answers with class.

TIP: If you have time and feel that is convenient; explore the quotation below the page with class.

Answers

Good habits: Weight control, Vitamins taking, Meditation, Deep breathing practicing, Physical activity.

Bad habits: Wearing headphones for long hours, Binge drinking, Smoking, Junk Food, Fast eating, Nail biting, Sleep deprivation, Procrastination.

Listen up and take heed

Pre-listening phase

- Write on the board: *Sleep, Physical Activities, and Diet*. Highlight *Sleep*.
- Ask students if they have slept well recently. If some of them say they have not, ask why.
- Write on the board: *Sleep deprivation*. Ask them if they think it means something positive or negative.
- Put the picture **ESD –Effects of Sleep Deprivation** - on the projector (*this picture is at the end of this teacher's guide*) or hand them a copy of it. Show them the consequences of sleep deprivation listed on the picture.

NOTE: Explore very well the picture asking them if they ever heard about one of the effects listed on the picture, which ones they think are more severe, etc. This visual-aid is great for teaching new vocabulary as well as to contextualize them on the video they will watch.

- Ask them to give suggestions/recommendations for improving one's sleep quality. *At this moment write on the board some "useful language" used to introduce suggestions/recommendations, such as: "Why don't you....?"/ "I think you should...."/ "It would be useful if..."*, etc.

TIP: These suggestions may sound more authentic if they were given directly to the students who responded having slept bad recently.

- Write their suggestions on the board in form of topics.
- Have them in pairs to discuss the questions given. 5-8 minutes for this activity.

Listening phase

- Tell students they are going to watch a video from KDKA.com channel on YouTube. Play the video for the first time. Still in pairs, tell them to do the first exercise.
- Go over answers with class.

NOTE: Tell students that the main goal of this activity is to understand the message as a whole not every single word spoken. (Some students might get anxious because of this.)

- Play it for the second time and have students to fill the answers in the blanks.
- Go over answers with class.
- Finally, play the video for the third time and students complete the last activity. *(As they need to write down their answers, give extra time if necessary. 10 minutes are sufficient.)*
- Go over answers with class.

Answers

1 F / 2 T / 3 T / 4 F / 5 F

- The American **Academy** of Sleep Medicine defines four different sleeps stages. The first is REM, that's when you have **rapid eye movement** and you're more likely to **dream**. Below that, there are deeper and deeper **levels** of sleep.
- However, alcohol acts in the same way barbiturates do in that they will **depress** REM sleep. I was talking to Doctor Michael Lacey who founded the Sleep Institute around Atlanta about this and he said there's a **rebound** effect that happens with alcohol. So, if you have alcohol **before** you go to sleep it takes about four **hours** to wash through and then you pop out of sleep.
- Don't exercise more than a few hours, two to three hours, before bed just because it revs up your metabolism makes it **harder** to go to sleep so getting exercises key to getting a good night sleep but not **right up** before you go to bed.

What are the consequences of sleep deprivation?

People are more likely to get sick. Their immune system is compromised because body takes lack of sleep as a stressor so it puts cortisol, a stress hormone which creates blood sugar inside the body that can lead to insulin, insensitivity and ultimately to diabetes. It also impacts fat storage which leads people to eat more than they really need. People's ability to think, to retain, to remember is degraded. Besides, there are heart problems, such as higher blood pressure and irregular heartbeats.

How can people realize they are not having enough sleep?

Normally, an adult needs about 6-8 hours sleep per night but this number may vary. The best way to know how many hours one needs to sleep is when he goes through the whole day without feeling sleepy.

According to Dr. Will Clower, why does “the warm milk thing” work?

It works because milk has tryptophan, which is a precursor to a sleep hormone in our bodies called serotonin. So, it is believed that foods and drinks that have tryptophan helps people sleep at night.

Reading between the lines

This section aims to develop students’ reading skills through understanding vocabulary in context, making inferences, and giving a personal/critical reaction to a reading.

Pre-reading phase

- As a pre-reading activity write on the board: *Unhealthy lifestyle habits and diseases are 100% interconnected.* Ask students to comment on this statement. (Be sensitive to their answers and try to explore them as most as possible. Ask *How? Why? In what situations, etc.*)
- Brainstorm with the whole class what diseases are commonly resulted directly from a person’s unhealthy habits. Write the name of them on the board.
- Have students in pairs to discuss the three questions given. 3-5 minutes are sufficient. After that, ask some of them to share their answers with the class.

NOTE: Do not skip/ignore the pre-reading phase. Have in mind that a pre-reading activity is a great strategy so as to activate students’ background knowledge about the topic they are going to read. The comprehension success rate of a text is intrinsically linked to the access of this prior knowledge.

- Still before reading the text, have students to speak what they think the text is about considering the questions they just discussed plus elements such as: the title, the picture, the text source and the text structure.

Initial Reading phase

- Give 5 minutes to students to do the initial reading of the text. When they are done, go over answers on the first exercise proposed.
- Students work individually to complete the vocabulary exercise. Walk around the class and help as needed.
- Go over answers with the class. Ask them if there are words they do not know the meaning and explain them. (*Avoid translation. Apply strategies on teaching vocabulary such as: synonyms, antonyms, body language, cognates, etc.*)
- Tell students what the YMCA acronym means.

YMCA: The **Young Men's Christian Association** (commonly known as **YMCA** or simply **the Y**) is a worldwide organization with more than 58 million beneficiaries from 125 national associations.^[1] It was founded on 6 June 1844

in London and aims to put [Christian principles](http://en.wikipedia.org/wiki/YMCA) into practice by developing a healthy "body, mind and spirit". Source: <http://en.wikipedia.org/wiki/YMCA>

Rereading phase

NOTE: Spend more time on this phase. Rereading is the most effective type of reading, especially of foreign language texts, because it offers learners the opportunity to re-think messages and see features they have not noticed in initial reading.

- Tell students to read the text again and complete the other two exercises. When they are done go over the answers with the class.
- Provide room for further discussion and ask students follow-up questions in order to check how well they understood the text.

Answers

Read the text and match the letters (a-g) with the sentences that best summarize the idea from each paragraph.

G / A / E / F / C / D / B

Match the words/phrases from the article (1-8) with their meanings (a-h). You can use a dictionary to help you.

1D / 2E / 3G / 4B / 5C / 6F / 7H / 8A

According to the ideas presented in the article decide whether these statements are true (T) or false (F).

1 F / 2 T / 3 T / 4 F / 5 F

Answer the questions (*Suggested answers*)

- c) **According to the text, what effective measure for stopping the bankruptcy of health system care would be?**

The effective measure would control the risk behaviors like smoking, physical inactivity, poor quality diet, obesity. Therefore there would be a greatly reduction of the amount of chronic disease existent which is very expensive to manage.

d) **What can doctors do to overcome the financial limitations imposed by insurance companies?**

Doctors need to find a way to offer a more community-based approach to preventive care which, for many physicians, mean bringing on additional nurses or physician's assistants to counsel patients on healthy lifestyle habits or educate them about community organizations, like the YMCA, that might offer healthy living programs.

Word in mind

NOTE: Before you start explaining the use/structure of the grammatical item which will be addressed in this section it is expected students have already learned the first conditional form (*for situations which are very likely to happen*). Watch your time for this lesson and make a quick review of it only if necessary.

- Books closed. Ask students to think about these situations:
 1. You work as a physician in a public hospital. You start feeling a terrible headache. You want to go home. There are nine patients waiting to see you.
 2. A friend of yours usually arrives home at 11pm from work. He/She goes to bed at 01 in the morning and wakes up at 6 o' clock in the morning the following day. He/She feels sleepy all day long and does not work well.
- Write on the board: *What would you do?* Ask them to answer it orally.
- Choose one of the situations given (for example, situation 1) and write on the board:

If I were that physician I would cancel the visits and go home.

If I could cancel the visits I would do it for certain.

- Books open. Ask students to take a look at the statement given, go to the reading section and read the text again.

NOTE: Tell students the words "can," "shall" and "may" cannot be used with "would." Instead, they must be used in these special forms:

would + can = could

would + shall = should

would + may = might

- Give them 10 minutes to complete exercises proposed. Students work individually.
- Go over answers with class.

Answers

It is possible to conclude that the statement above suggests that there is a conditional idea linking two clauses.

The statement above describes a situation that: **(B) refer to a present unreal situation and/or unlikely to happen.**

The form '*If I were you*' is often used to: **Give advice (b)**

Alternative B

The statements above are sentences which describe situations/events that are **unreal** or **less likely** to occur. We call them **unreal** conditionals. In these conditionals, we use the **simple past** tense or **were** in the if-clause, **would** + base form of a verb in the **result clause**.

Less likely or imaginary:

- *If everyone had clean water to drink, there would be a lot less disease.* 1
- *Daniel would take a nap at lunch break, if he had the time.* 3
- *What would you do if you were a health care counselor?* 6
- *If they asked me to prepare that light meal, I would do it for certain.* 7

Unreal Conditionals.

6. If he **exercised** more, he would be in shape.
7. They would sleep better if they **turned** the bedroom lights off.
8. If I **were** you, I would stop smoking!
9. George **would buy** a stationary bike if he **had** enough money.
10. If Jason **ran** 5 miles per day, he **would lose** weight easily.

Talking for a while...

- Play each video twice.

NOTE: As the tasks from this section require the videos played so as to be accomplished, make sure there is a laboratory room where you teach this class or you/students have electronic devices available.

- Give them approximately 10 minutes to do the first task. Students work individually.
- Now, have them in group to perform the second task. Walk around class and help as needed. (*10 minutes*)
- Check if they are using the *Useful language* structures given.
- Have the students to do the task 3. (*5 minutes*)

Optional: When task 3 is over ask them if they liked the videos, how meaningful they were to them, etc.

Put pen to paper

- Ask students how often they write texts and what kinds of texts they are used to writing. Tell them they will write an email.
- Elicit from students what they know about emails. Write their answers on the board. Lead them to think about the language, structure, when and what emails are written for.
- Read aloud the instructions of the activity and the items from the picture and make sure students understood what they are expected to do.
- Have them to do this task individually.
- Walk around the class and help as needed.

TIP: It is likely this task will demand much time to be accomplished therefore one class will not be sufficient. You can ask them to do this task online and send it to your email address. It is a good alternative to reinforce the genre features of the text they are writing.

Test File Answer Key

- 1)
 - a. If doctors were not pressed for the time to properly address and follow-up on patients' lifestyle habits they would offer effective counseling on those to their patients.
 - b. If AHA took certain educational measures to provide people with the support and education they need, long-term chronic health conditions would be avoided.
 - c. If behavioral issues treatment would not take more time and money than simply writing a prescription, several obstacles would not stand in the way of making preventive health care more accessible.

- 2)
 - a. If you helped me with this task, I would go jogging with wife tonight.
 - b. If she were thinner, she would buy herself that dress.
 - c. If they followed that advice, they would reduce the stress at work.
 - d. We would take a break, if we didn't have so much work to do.
 - e. If Sally ate more vegetables, she wouldn't have those digestive problems.
 - f. Alan would feel more restful if he went to bed early.

- 3) 1 C 2 F 3 G 4 E 5 A 6 D 7 B

4)

- a. "Cleansing diets" are diets that consist on limiting our intake of food to a few *super pure* items so that they can free up the body to get rid of all the harmful substances accumulated in our cells.
- b. Because they think say it's a baloney. They believe that the body is already quite capable of eliminating toxins without "extra help"
- c. Because nowadays people are constantly assaulted on their psyche and body, so cleansing may give them a false sense of relief from the gunk.

5) **Positive:** *Drink lots of water, Sleep 6-8 hours per night, Exercise regularly, eat fresh fruits, have light meals, meditate, etc.*

Negative: *Alcohol beverages, smoking, too much TV, greasy foods, Skipping breakfast, etc.*

6)

- a. Lack of sleep makes us feel groggy, sleepy and might lead to high blood pressure, aneurisms and heart attacks.
- b. Developing a relaxing bedtime ritual, setting up a regular sleep and wake schedule, stop watching the clock, Create an optimal sleep environment and Unplug.
- c. Because, according to Harvard's scholars, it helps to avoid us to have "sleep hangovers", occasioned by those rare days in which our regular schedule is thrown off.
- d. People sleep best in dark and cool environments .Therefore; it is worth investing in blackout blinds, comfortable earplugs and a fair fan/air conditioner. The more comfortable you are physically, the better you will sleep.
- e. Not drinking alcohol nor doing physical activities before bedtime. It is only okay if it's 3-4 hours earlier.
- f. Having alcohol beverages is not good for sleep quality. It might help someone fall asleep faster but the chances are he wakes up in the middle of the night.

Talking for a while... – Video 1Transcription – *How to relieve stress with foods that reduce stress*

Source: <http://www.npr.org/blogs/monkeysee/2012/06/17/155197529/can-men-and-women-be-friends>

In this short video I'm going to be talking about relieving stress with foods that reduce stress. You literally are what you eat. Everything that goes in your mouth becomes you. So all the proteins, the grains, the fruit and veg are used by your body to replace worn out cells and build new tissue. So the food that you eat becomes your brain, your bones, your muscles, skin, organs and hormones.

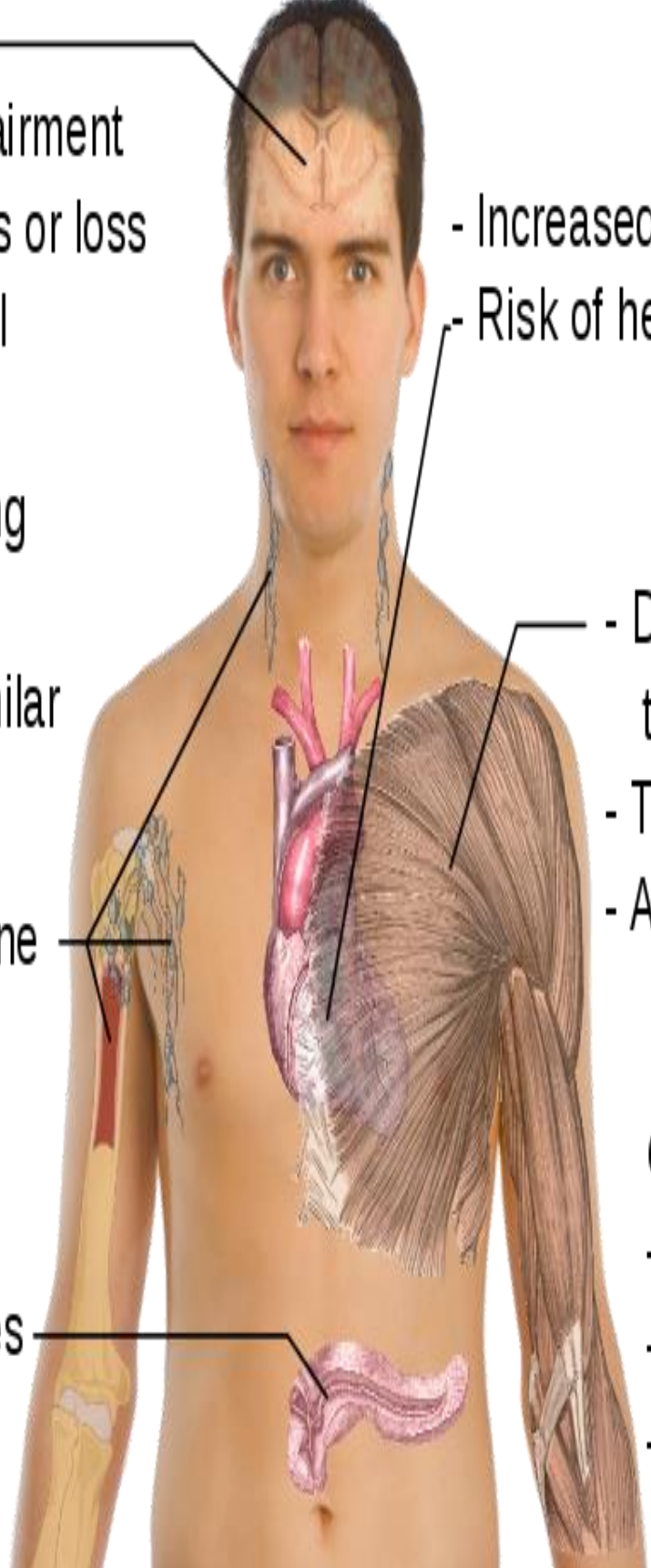
When you're stressed it's all too easy to reach for comfort foods that give you a short term buzz and release of energy. Caffeine is very often relied on heavily by people who are stressed and does definitely give you a short term buzz. But as you can see from the graph, you're aiming to keep your blood glucose level fairly level and stable. If you eat a lot of sugary foods and simple carbs you'll get a spike in the blood sugar level and when it goes too high your body releases insulin to bring it back down. The more sugar there is in the blood, the more insulin is released and you can get a corresponding drop in blood sugar levels, leaving you feeling tired, flaky and possibly hungry again.

If you go for the sugary foods, the caffeine, that can create a situation where your blood sugar levels are swinging up and down all day long. The extra cortisol pumping round your body when you're stressed can make the cells resistant to insulin and that leads to blood sugar levels staying high and ultimately diabetes. So it's really essential when you're under stress to make sure you avoid the high sugar foods, the cakes, candy, biscuits, chocolate, white bread, white rice, all the refined foods. Instead try and have an emphasis in your diet on having lots of fresh fruit and vegetables. Get as much variety as you can, all the different colored fruits and vegetables contain different vitamins and mineral which are essential for good health. You also want to go for wholegrain cereals so that's brown bread, brown rice, because they're rich in B vitamins which are essential for the health of your nervous system.

Oily fish such as salmon, sardines, trout and tuna are really good for Omega 3s which are needed for the health of your brain and your nervous system. Aim to drink 6 to 8 glasses of fresh, filtered water every day. If you don't have a built in water filter, then the jug filters are a good alternative.

If you want to know more about managing stress you can download a free eBook from www.stressfree4ever.com

Effects of Sleep deprivation

- 
- Irritability
 - Cognitive impairment
 - Memory lapses or loss
 - Impaired moral judgement
 - Severe yawning
 - Hallucinations
 - Symptoms similar to ADHD
 - Impaired immune system
 - Risk of diabetes Type 2
 - Increased heart rate variability
 - Risk of heart disease
 - Decreased reaction time and accuracy
 - Tremors
 - Aches
- Other:*
- Growth suppression
 - Risk of obesity
 - Decreased temperature

Unit 1 - MEN AND WOMEN ARE DIFFERENT – Test File

- 1) Given the text below choose five sentences and rewrite them using some of reporting verbs that you have learned.

The Ten Differences Between Men And Women..?

1. A successful man is one who makes more money than his wife can spend. A successful woman is one who can find such a man.
2. Men wake up as good-looking as when they went to bed. Women somehow deteriorate during the night.
3. A man will pay \$2 for a \$1 item he wants. A woman will pay \$1 for a \$2 item that she doesn't want.
4. A woman marries a man expecting he will change, but he doesn't. A man marries a woman expecting that she won't change, and she does.
5. There are two times when a man doesn't understand a woman- before and after marriage.
6. A woman worries about the future until she gets a husband. A man never worries about the future until he gets a wife.
7. To be happy with a man, you must understand him a lot and love him a little. To be happy with a woman, you must love her a lot and not try to understand her at all.
8. Any married man should forget his mistakes. There's no use in two people remembering the same thing!
9. A woman has the last word in any argument. Anything a man says after that is the beginning of a new argument.
10. Women look at a wedding as the beginning of romance, while men look at a wedding as the ending of romance.

Source: <http://binscorner.com/pages/1/10-differences-between-men-women.html>

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Sentence 5:

2) The Psychology of Men is the topic of discussion on ABC's "The View" with Dr. Daniel Amen. Watch on YouTube (<http://www.youtube.com/watch?v=2lcwCpdgkNE&hd=1>) this lively discussion about the male and female brain and judge whether statements below are true (T) or false (F).

- 1) Men think about sex all the time because there is nothing better and more stimulating than sex to bring relief to all life's problems.
- 2) According to Dr. Daniel Amen findings, the way to verify if a man's body produces lots of testosterone is looking at the size of his hands.
- 3) The right side of the brain functions so as to let one know when he has trouble.
- 4) The part responsive to testosterone on a male's brain is 2.5 larger than on a female one.
- 5) When men and women have a stroke they have a hard time with their linguistic abilities since language involves one side of the brain.
- 6) Men don't ask for directions when they are driving because they think it's very humiliating.
- 7) Women are keener on picking up on men's lies because they have better access to the right side of the brain, which operates better when it comes to perceiving subtle cues on social relationships.
- 8) Children listen more to their dads rather than their mums because dads are more straightforward and speak less.

3) Read the text below and match the words in bold from the text (1-7) with their meanings (a-g).

- 1) Burden 2) Eschew 3) Earning 4) Hurry up
5) Obliterated 6) Beholden 7) Fuss

- a) to make someone or something go or work faster
- b) Something that is emotionally difficult to bear
- c) To abstain or keep away from; shun; avoid.
- d) to gain especially for the performance of service, labor, or work
- e) to get into or be in a state of nervous or useless activity
- f) destroyed, spoiled
- g) indebted; obliged; under a moral obligation

Source: <http://www.thefreedictionary.com>



To be happy, we must admit women and men aren't 'equal'

By Suzanne Venker

Norman Vincent Peale, author of "The Power of Positive Thinking," once wrote these words: "Change your thoughts, and you change your world." Its premise is that if women want to be successful in love, they should reject the cultural script they've been sold and adopt a whole new view of men and marriage.

As products of divorce, the modern generation has few role models for lasting love. That alone is a problem. But young women have an added **burden**: they've been raised in a society that **eschews** marriage. They've been taught instead to honor sex, singlehood and female empowerment.

Consider this statement by Rebecca Traister in Marie Claire: "The world as we've known it for a very long time—one in which a woman's value was tied to her role as a wife—is ending, right in front of us. It is now standard for a woman to spend years on her own, learning, working, **earning**, socializing, having sex, and yes, having babies in the manner she—and she alone—sees fit. We are living through the invention of independent female adulthood."

This message is not an anomaly; the idea that women don't need men or marriage is palpable. It began in earnest more than forty years ago, with the modern feminist movement. Feminists assured women their efforts would result in more satisfying marriages, but the result is something else altogether. It looks something like this:

1. Women postpone marriage indefinitely and move in and out of intense romantic relationships, or even live with their boyfriends for years at a time. Eventually, their biological clocks start ticking and many decide they better hurry up and get married to provide a stable home for their yet-to-be-born children. Trouble is, their boyfriend's not willing to commit.

2. Marriage becomes a competitive sport. The complementary nature of marriage—in which two people work together, as equals, toward the same goal but with an appreciation for the qualities each gender brings to the table—has been **obliterated**. Today, husbands and wives are locked in a battle about who does more on the home front and how they're going to get everything done. That's not a marriage. That's war.

But the truth must be heard. Being equal in worth, or value, is not the same as being identical, interchangeable beings. Men and women may be *capable* of doing many of the same things, but that doesn't mean they want to. Unless, of course, you're **beholden** to feminism. In that case, you'll believe the above is evidence of discrimination. You'll believe what feminists taught you to believe: that gender is a social construct.

Those of us with children know better. We know little girls love their dolls and boys just want to kick that ball. This doesn't mean men can't take care of babies or women can't play sports. It just means each gender has its own energy that flows in a specific direction. For God's sake, *let it flow*.

The battle of the sexes is over. And guess what? No one won. Why not try something else on for size? Like this: *men and women are equal, but different*. They've each been blessed with amazing and unique qualities that they bring to the table. Isn't it time we stopped **fussing** about who brought what to the table and simply enjoy the feast?

Adapted from: <http://www.foxnews.com/opinion/2013/02/05/to-be-happy-must-admit-women-and-men-arent-equal/>

4) Skim the text to match the columns:

- | | |
|------------------|---|
| a) 1st paragraph | () Women Independence |
| b) 2nd paragraph | () Men and women are equally worthy, but different in essence |
| c) 3rd paragraph | () Women's new thinking |
| d) 4th paragraph | () Men and women have lots of similar capabilities |
| e) 7th paragraph | () Depreciation of marriage by society |
| f) 8th paragraph | () Men and women have their energies led into different directions |
| g) 9th paragraph | () Modern Feminism movement breakthrough |

5) Answer the questions:

- a) According to Suzanne Venker, to be happy why must we admit women and men aren't 'equal'?
- b) What are the causes of obliteration of the nature of marriage?
- c) What kind of ideas from the Modern Feminism movement conflict with Suzanne Vender's?

Unit 2 – A HEALTHY LIFESTYLE FOR EVERYONE – Test File

- 1) Rewrite the sentences below in a way there is an unreal conditional situation. Follow the model.

Model: Physicians don't take the time to address the unhealthy habits that cause many diseases. Those diseases bankrupt American health care system.

If physicians took the time to address the unhealthy habits that cause many diseases those would not bankrupt American health care system.

- a) Doctors are pressed for the time to properly address and follow-up on patients' lifestyle habits. Doctors don't offer effective counseling on patients' lifestyle habits.
- b) The AHA hopes to take certain educational measures. These measures will provide people with the support and education they need to avoid the long-term, chronic health conditions that often result from unhealthy habits.
- c) Several obstacles stand in the way of making preventive health care more accessible. Behavioral issues treatment often takes more time and money than simply writing a prescription.

- 2) Conjugate the verb in parentheses in the correct tense used in the **Unreal conditional**.

- g. If you _____ (help) me with this task, I _____ (go) jogging with wife tonight.
- h. If she _____ (be) thinner, she _____ (buy) herself that dress.
- i. If they _____ (follow) that advice, they _____ (reduce) the stress at work.
- j. We _____ (take) a break, if we didn't have so much work to do.
- k. If Sally _____ (eat) more vegetables, she wouldn't _____ (have) those digestive problems.
- l. Alan _____ (feel) more restful if he _____ (go) to bed early.

3) Read the text below and match the words in bold from the text (1-7) with their meanings (a-g).

- 1) Tantalizing 2) Gunk 3) Baloney 4) Scrubbing
5) Compelling 6) Bloated 7) Assault

- h) having a powerful and irresistible effect
i) a violent physical or verbal attack.
j) attractive and tempting; "an inviting offer".
k) swollen or distended beyond normal size by fluid or gaseous material.
l) the act of cleaning a surface by rubbing it with a brush and soap and water.
m) a thick greasy substance.
n) pretentious, silly, nonsense.

Source: <http://www.thefreedictionary.com>

Can A Diet Clean Out Toxins In The Body? *By ELIZA BARCLAY*

Experts say specialized diets won't help rid the body of toxins any more than what the liver and kidneys do everyday



Between lingering New Year's resolutions and impending Lenten restraint, it's the season when many people are inspired to get healthy by refusing foods they normally delight in. And increasingly, we're seeing elimination diets that promise weight loss and a **tantalizing** bonus: detoxification.

"Cleansing diets" trade on this most alluring idea: By limiting our intake of food to a few *super pure* items, we can free up the body to get rid of all the **gunk** accumulated in our cells.

There's only one problem with the idea of using food, or a lack thereof, to detox: Medical experts say it's **baloney**. What's most ironic about the detox myth, they say, is that the body is already quite capable of eliminating toxins – a gift from human evolution.

"The body has its own amazing detoxification systems: the liver and the kidneys," says Ranit Mishori, a faculty member in family medicine at the Georgetown University School of Medicine who has reviewed the medical literature on colon cleanses. "Unless there's a blockage in one of these organs that do it day and night, there's absolutely no need to help the body get rid of toxins."

I happen to know a few people who recently embarked on the Clean Program, a 21-day diet created by Alejandro Junger — who was once called the "detox movement's It Boy." A cardiologist by training, the Uruguayan-born, Los Angeles-

based Junger has managed to sell a lot of books (a best-seller titled *Clean: The Revolutionary Program to Restore the Body's Natural Ability to Heal Itself*) and a lot of dietary supplements to people on his program.

One of Junger's fundamental arguments is that our body is full of toxins we've picked up from food and the environment. These toxins slow us down and make us sick. However, Junger writes, it is possible to get rid of them by giving our digestive system a break. That system is normally so busy breaking down irritating foods that it rarely has time to do the hard work of detox. In effect, Junger sees the average body on an average American diet akin to a dirty house that needs an occasional deep **scrubbing**.

His diet bans a laundry list of foods: dairy, sugar, alcohol, caffeine, gluten, **nightshade** vegetables, soy and peanuts — all foods he calls irritants to good digestion. His website also actively encourages people to spend \$425 on the Clean supplement package which comes in vanilla or chocolate flavor.

Despite its heavy restrictions, it's not hard to see why Clean is **compelling**. Who doesn't sometimes feel icky, or **bloated**, or displeased with his decision to wolf down a few too many cookies or French fries? And surely there's a benefit to eating a lot more fruits and vegetables.

But will that change in diet really push out toxins?

"The body is constantly filtering the toxins in alcohol, food and medicines, not storing them," Boston dietitian Maria Adams tells The Salt. "So they're not going to build up. I think the reason people feel better on a cleansing is probably just they're losing weight and are less bloated."

So why, despite the science, does the idea of cleansing with food remain so powerful?

"We live in an era where there are daily **assaults** on our psyche and body, so cleansing may give you a false sense of getting the gunk out," says Mishori. As for psychological gunk? Try a little exercise and nature, she says.

Source: <http://www.npr.org/blogs/thesalt/2012/02/15/146927835/can-a-diet-clean-out-toxins-in-the-body>

4) Answer the questions.

- a. What do "Cleansing diets" consist of? What's their benefit?

- b. Why don't some medical experts stand for "Cleansing diets"?

- c. Why, despite scientific studies, do people insist going on those diets?

5) From what you have learned in this unit, write down some examples of healthy and unhealthy habits on the respective pictures below.



6) Watch a video on YouTube (http://www.youtube.com/watch?v=3eLfn7Ewx_s&hd=1) about how to improve one's sleep quality and answer the questions.



- What are the consequences of not sleeping well?
- What are the five suggested tips and tricks for improving sleep quality?
- Why is it important to set up a regular sleep and wake schedule?
- Creating an optimal sleep environment is good for sleep quality. Why? What can a person do to create that environment?

RATIONALE

Introduction

Feelings. Thoughts. Ideas. All of those mentioned are characteristics that humans possess regardless of nationality, gender, age, or education level of a person. As individuals, we feel the need to share those feelings, thoughts and ideas with other people. We do this through language. Speaking a language not only allows us to interact with people but also tells a lot about us as single individuals as well as members of a community. It has to do with identity and culture. Nowadays we live in a globalized world where physical and virtual boundaries have been put down as people from different nations get closer, whether it is physically or virtually speaking. A way people find to make the communication succeed is deciding on learning a foreign language.

Learning to communicate effectively in a foreign language is not easy. It involves much more than understanding a formal set of grammatical and lexical items. It involves some personal factors that for a long time were not taken into consideration with regards to second language acquisition studies. One factor is *motivation* that can be either *integrative* or *instrumental*. According to Benson (1991), *integrative* is a term that represents the individual's willpower to become bilingual and bicultural. The *instrumental motivation* is the one which is normally characterized by the desire to achieve something concrete or practical from the study of a foreign language (Hudson 2000).

Some of the Communicative Language Teaching principles discussed in Richards & Rodgers (2001) are "Learning a language means learning to communicate effectively" and "meaning is a key element" that added to the principles of Critical Literacy (critical thinking development) were the pillars for structuring this paper.

Two different theme-units were designed to be worked with young adult and adults (since the themes are not appropriate/helpful for children nor adolescents) who are at the intermediate level and can be used at any Language Teaching Center. The themes were well chosen so as to provide room for great discussions and the development of oral skills. Each section is well organized when it comes to delimiting its aim and topic addressed. There is also a Teacher's Guide for each unit containing tips and relevant notes about the teacher's practice.

Starting up

In this section, the focus is on the central topic of each Unit so as to trigger the students' prior knowledge on the subject. Unit 1 addresses the topic related to the differences between men and women and Unit 2, habits of a healthy life. Teachers write on the board, use resources such as pictures, famous quotations and other visual aids to elicit students to talk about their knowledge on the subject of the units. Penny Ur (1999) in *Classroom Interaction* states how interaction plays a vital role for creating an optimal classroom environment as well as it contributes for an effective assimilation, from students, of syllabus taught by the teacher. She says that:

Observation has shown that the most common type of classroom interaction is that known as “IRF” – “Initiation – Response – Feedback”: the teacher initiates an exchange, usually in the form of a question, one of the students answers, the teacher gives feedback (assessment, correction, comment), initiates the next question – and so on (Sinclair and Coulthard, 1975). (PENNY, 1999, p.227)

There is room for interaction among students, students–teacher and students–material. Teachers also ask guided-questions to lead the students in the direction of the discussion they want to promote in class. To make the discussion succeed teachers enable their students with some useful language, so that they become able to apply language functions such as: stating opinions, showing agreement/disagreement, making descriptions, stating conditionals, giving recommendations, etc. This way, as Newton (2009) claims, there are opportunities for practice: “encouraging second language learners to negotiate can involve learning the appropriate language items and procedures to negotiate and providing opportunities for practice.” (NATION and NEWTON, 2009, p.107). When it is necessary, teachers provide extra material to students in order to enrich the discussions.

Listen up and take heed

In both Units, in the listening section there is a follow-up activity of the first section. They are divided in Pre-listening and Listening phase. All the listening items chosen for these units are authentic and were produced for specific communicative purposes.

Some questions are put into discussion exactly in the pre-listening phase so as to activate the students' background knowledge on what they are to listen to. Pre-listening techniques such as Brainstorming and Skimming are contemplated. In the first unit, there is only an audio. To facilitate students comprehension and avoid them to get demotivated in case of not being able to understand it, key words are written on the board.

In Unit 2, there is a video about Sleep deprivation in which students are also encouraged to explore the contextual settings of it, not only the video content itself. Students are challenged to pay attention to some peculiarities of the words spoken in the video (intensive listening-identification exercise), comprehension of the overall meaning and of specific points as well (extensive listening). In this section, as well as in the other ones, there is also room for discussion about other issues addressed in the videos. However, it is up to teachers to go further or not.

Reading between the lines

Texts are understood in different ways by different readers. The reading process results from a negotiation of meaning between texts and readers which multiple understandings/readings can exist.

In the Unit 1, there is an article about how to overcome problems in marriage. In the Unit 2, there is an article about the bankruptcy of north-American health care system due to the consequences of living bad habits. Both units provide room for oral discussions, acquiring new vocabulary (especially in the context) as well as the authentic text samples to be addressed next in the section which grammar is addressed. However, in the reading process many factors are taken into account regarding its addressing in the classroom. According to Brown (2005, apud OLIVEIRA E PAIVA)

Reading ability will best be developed in association with writing, listening, and speaking activity. Even in those courses that may be labeled "reading", your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

That is the reason why the reading section is placed after the *Starting up and Listen up and take heed* sections in both units. As the central topics of the texts given in Unit 1 and 2 are strongly intertwined to the issues discussed in the two previous sections, the comprehension success rate of those texts is enhanced.

With regards to Vocabulary, in both units it is not addressed on a separate section. It appears generally in this section. This fact is visible when students do matching exercises in the reading section. As the dictionary use is supported, for every single word there is a variety of synonyms to be considered. Thus students are challenged to be accurate and select the one which best suits the context it was given. In the process of doing the task, the different usages of some words are explained.

Word in mind

Studying grammar may be boring for many students. Actually, most of them share the common belief that studying grammar is something displeasing because they think is difficult, complex and do not know how to properly apply grammatical items in settings where real communication take place. Taking those students beliefs into consideration, that grammatical items are the most complex part of a unit, in both units grammar section is addressed in the middle. Addressing grammar in the middle of the units is a good decision to be made since students are already equipped with enough background knowledge so as to identify its usage and furthermore reinforce it in the following sections. (Leffa, 2003)

In two sections, students are provided with text samples from the articles given in the reading section. Structural aspects are highlighted; however the focus is on the use of the language in real situations. Students are led to think about the function grammar plays in the texts being challenged to generate rules inductively, as well as to revise grammar previously studied but in a different context. Some exercises are proposed so that students then feel more comfortable and confident at having had the chance to formalize and reinforce what they have learned.

Talking for a while....

In the speaking section the students have the opportunity to produce language in a more confident way, since they have been provided with a great amount of input in the other sections (Nation and Newton, 2009, p.116). There are two sorts of tasks proposed: the less-controlled and more-controlled ones. The less-controlled tasks are the ones in which the students have more freedom to speak without being too over concerned whether they are speaking accurately or not. These tasks are also in other sections such

as *Starting up*. The more-controlled ones are those which were designed for students to keep on discoursing about the main topic of the unit and practice the structure learned in the grammar section.

Put pen to paper

Writing good texts is not an easy job, since it demands from the writer a proper knowledge level of some structural and communicative aspects of a language. There are attempts to categorize/classify texts, whether it is from a structural or communicative aim view. Being able to identify and produce texts focusing on communicative purposes awareness is what the notion of genre stands for:

[...] a genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs (Bhatia, 1993:13). Both authors emphasize the communicative purpose of the text as the most important feature related to genre. It is the communicative purpose that shapes the genre and gives it internal structure.

In both units this notion is explicitly addressed in which the teacher provides the students with knowledge of the main aspects of the texts they are expected to produce. In Unit 1, students are asked to write an essay about a statement given related to the topic *men and women are different*. In Unit 2, they are asked to write an email to a friend. Writing skills are worked throughout the whole Units but explicitly addressed at the end of them. The writing section is intentionally placed at the end of the unit due to its tasks complexity, which requires enough input quality to be given. Also, the importance to let students know that they are going to produce something relevant in which it can be helpful to their lives enhances the authenticity of their tasks.

Great Pronunciation

The study of pronunciation is only explicitly approached on the Unit 1, in which students are raised awareness of the differences between two similar sounds /**au**/ and /**ɔ:**/ through online/digital resources.

They are instructed on how to use these online resources in case they decide on studying more features of pronunciation. In Unit 2, pronunciation is not explicitly addressed as Unit 1. However, taking into consideration that in the Unit 2 there are lots of high frequency word and Pronunciation does not only encompass words being

spoken in isolation, the teacher can focus on other issues of proper pronunciation such as reductions, intonation and rhythm.

The videos from the listening and speaking section in Unit 2 provide teachers with substantial input for showing (but not emphasizing too much) students some of the variations of English (one is in British English and the others are in American English) when it comes to speakers' accents. As they start to understand some of these variations, there will be room to reflect on the ways they may incorrectly pronounce other words. So as to improve speaking skills “any person can “refine” their accent by organizing the knowledge of the foreign language they are learning.” (Cristófaró -Silva, 2007, p. 75)

Evaluation

With regards to evaluation its definition is not well understood whereas it is compared to assessment. Firstly, what it is relevant to state is that evaluation can be either formal or informal. However, informal does not mean “meaningless”. Formality in here has more to do with the test procedures administered by the teacher in order to help him reflect upon his practices. Brown (2004) states that

[...] Tests are formal procedures, usually administered within strict time limitations, to sample the performance of a test-taker in a specific domain. Assessment connotes a much broader concept in that most of the time when teachers are teaching, they are also assessing. Assessment includes all occasions from informal impromptu observations and comments up to and including tests.

During the development of both units, teachers have opportunities to assess the students as they are forming new degrees of competence giving them either positive or negative feedback.

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