

Universidade Federal de Minas Gerais

Faculdade de Letras

Curso de Especialização em Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS

Jéssica Mesquita Silva

Orientadora: Professora Marisa Mendonça Carneiro

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Jéssica Mesquita Silva

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Conteúdo

INTRODUÇÃO	4
UNIT 1 - THE MAN'S BEST FRIEND	5
TEST BOOKLET 1	23
TEACHER'S GUIDE 1	30
UNIT 2 – WHAT'S YOUR FAVORITE BOOK?	47
TEST BOOKLET 2	79
TEACHER'S GUIDE 2	58
RATIONALE	67
SITES VISITADOS	72
REFERÊNCIAS	73

INTRODUÇÃO

My relation with English started when I was on the 5th grade. At that time, I usually considered the subject as a new discipline at school. And, that meant that I had to get good grades to pass to the 6th grade.

However, this first opinion changed when I was thirteen years old: I started having English classes at a private English course. I remember that two cousins and I studied together. Having contact with a new language – English – in this private school changed my life somehow. When I left the first class, I was marveled with the idea that I could understand what my teacher said in English.

Some time has passed, and when I went to college to study Letras, I met the teacher that made me realize that I had to study English in a deep way. Lucimar was my inspiration to start my studies in this field. She was really professional when teaching English and Latin because she always used different methods to teach these disciplines.

Material Didático Para o Ensino de Inglês was designed for students who study in private English courses. The first unit “**The Man’s Best Friend**” was developed to upper intermediate students (B2) aged between 15 to 20 years-old.

The first unit theme was based on my ‘best friend’ Blues. He is a four years-old mongrel dog who made my life better than it was. Blues was abandoned in front of a pet shop with a broken leg. When my fiancé and I saw him for the first time, we fell in love and decided to adopt him.

The second unit “**What’s Your Favorite Book?**” was developed to elementary students (A1) from 12 to 13 years-old, who also study in private English courses. The second unit aims to make the students aware of the importance of reading.

In both units, the four language skills: listening, speaking, reading and writing are worked. And whenever was possible, authentic materials were used to expose the students to the natural spoken English.

This material has no commercial purpose and was developed as a requirement to obtain the title of specialist at CEI (*Curso de Especialização em Inglês*). **Material Didático Para o Ensino de Inglês** can only be reproduced with the authorization of the author. Besides the units, a DVD can be found with the video and audio sections.

UNIT 1 - THE MAN'S BEST FRIEND



GET IN THE MOOD

WHAT DO FAMOUS PEOPLE SAY ABOUT DOGS?

"Dogs are better than human beings because they know but do not tell."

— Emily Dickinson (*poet*)

"Dogs love their friends and bite their enemies, quite unlike people, who are incapable of pure love and always have to mix love and hate."

— Sigmund Freud (*psychoanalyst*)

"Happiness is a warm puppy."

— Charles M. Schulz (*cartoonist, Peanuts*)

Available at: <http://dogtime.com/25-famous-quotes-about-dogs.html>

Assessed on: 17th May, 2014

1) Discuss the questions with a partner:

Who do you think is the man's
Best friend? Why?

Do you have a pet? If so, which
one? If not, would you like to
have one?

Which pet would you like to
have?

Have you ever heard about
animal adoption? If so, what
do know and think of it?

- **REMEMBER**

While discussing with your classmate, express your opinion using expression as the ones presented in the following **HELP BOX**¹:

HELP BOX		
Expressing opinions	Expressing agreement	Expressing disagreement
<ul style="list-style-type: none">• In my opinion...• From my point of view...• I think that...• To my mind...	<ul style="list-style-type: none">• I agree with you entirely• You are absolutely right• That's a good point• I don't think so either	<ul style="list-style-type: none">• I don't agree with you• Yes, but don't you think...• On the contrary...• However...

GRAMMAR

1 Read the conversation:



¹ Help Box

Adapted from: <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnittv281.shtml>
<http://www.vocabulary.cl/Lists/Opinions.htm>

Accessed on: March, 04, 2014

2 Try to understand the grammar construction and its use:

AFFIRMATIVE			
I	HAVE	BEEN	DANCING
I	'VE	BEEN	DANCING

PRESENT PERFECT CONTINUOUS TENSE	Pronoun / name (Subject)	Have / has	Verb to be in the past participle	Main verb in the ING Form
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REMEMBER!

The PRESENT PERFECT CONTINUOUS ('ve **been dancing**) is used to emphasize the continuity of an action that started in the past and extends to the present time.

The PRESENT PERFECT CONTINUOUS is also used when we want to talk about an action that started in the past and stopped recently. But, its results appear in the present time.



3 Complete the sentences with the AFFIRMATIVE FORM of PRESENT PERFECT CONTINUOUS:

- a. Her eyes are red. I think she _____ (to cry).
- b. I _____ (to play) piano for two hours.
- c. It _____ (to rain). The floor is wet.
- d. John _____ (to work) on the project for many years.
- e. Sophie _____ (to wait) for the bus for forty minutes.

- 4 Make pairs and talk to your classmates about things you have been done or things that you haven't been done:

Example:

Student 1: I have been working with my father since last week. How about you?

Student 2: Well, I haven't been working with my father, but I have been practicing some exercises at the gym.

- 5 Make a circle. Write down questions on a piece of paper, fold the questions and put them on the teacher's box.
- Students are supposed to write at least 5 questions.
 - Each student has to pick up a question, read it aloud and answer it.

Example:

Have you been taking music classes?

Have you been talking to your American friend?

- 6 Keep the questions that you have chosen from the previous activity. Make negative sentences based on the questions :
- This activity has to be done orally.

Example:

Have you been taking music classes?

A: *You haven't been taking music classes.*

Have you been talking to your American friend?

A: *You haven't been talking to your American friend.*

TIME TO READ



"I THINK THE ANSWER IS DEFINITELY YES. THEY [DOGS] LOVE US FOR THINGS BEYOND FOOD."

(Gregory Berns - Emory University neuroscientist)²

- 1 Do you share Gregory Berns' point of view? Why?
 - 2 Why is this his opinion?
 - 3 What do you know about Magnetic Resonance Imaging (M.R.I.)? Talk to your classmates about it.
- ✓ Read the following excerpts taken from the opinion article "**Dogs are people, too**"³ written by Gregory Berns.

Opinion

Dogs Are People, Too

By GREGORY BERNS

FOR the past two years, my colleagues and I have been training dogs to go in an M.R.I. scanner — completely awake and **unrestrained**. Our goal has been to determine how dogs' brains work and, even more important, what they think of us humans.

² **Gregory Berns** is a distinguished American neuroeconomist, neuroscientist, professor of psychiatry, psychologist and writer. Berns holds the distinguished chair of Neuroeconomics in the Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine in Atlanta where he is a professor of both psychiatry and economics. He is Director of the Center for Neuropolicy; the author of the books *Satisfaction: The Science of Finding True Fulfillment*, *Iconoclast: A Neuroscientist Reveals How to Think Differently*, *How Dogs Love Us: A Neuroscientist and His Adopted Dog Decode the Canine Brain*.

³ **Dogs are people, too:** <http://www.nytimes.com/2013/10/06/opinion/sunday/dogs-are-people-too.html?pagewanted=all>

Accessed on: May, 1st, 2014

Because dogs can't speak, scientists have relied on behavioral observations to infer what dogs are thinking. It is a tricky business. You can't ask a dog why he does something. And you certainly can't ask him how he feels.

My dog Callie was the first. Rescued from a shelter, Callie was a skinny black terrier mix, what is called a **feist** in the southern Appalachians, from where she came.

With the help of my friend Mark Spivak, a dog trainer, we started teaching Callie to go into an M.R.I. simulator that I built in my living room. She learned to walk up steps into a tube, place her head in a custom-fitted chin rest, and hold rock-still for periods of up to 30 seconds. Oh, and she had to learn to wear **earmuffs** to protect her sensitive hearing from the 95 decibels of noise the scanner makes.

Soon, the local dog community learned of our quest to determine what dogs are thinking. Within a year, we had assembled a team of a dozen dogs who were all "M.R.I.-certified."

Although we are just beginning to answer basic questions about the canine brain, we cannot ignore the striking similarity between dogs and humans in both the structure and function of a key brain region: the caudate nucleus.

DOGS have long been considered property. Though the Animal Welfare Act of 1966 and state laws raised the bar for the treatment of animals, they solidified the view that animals are things — objects that can be disposed of as long as reasonable care is taken to minimize their suffering.

If we went a step further and granted dogs rights of personhood, they would be afforded additional protection against **exploitation**. **Puppy mills**, laboratory dogs and dog racing would be banned for violating the basic right of self-determination of a person.

Perhaps someday we may see a case arguing for a dog's rights based

on brain-imaging findings.

✓ **VOCABULARY**

1 While reading, link the words with the correct meanings⁴:

- a. Earmuffs [___] The action or fact of treating someone unfairly in order to benefit from their work.
- b. Exploitation [___] An establishment that breeds puppies for sale, typically on an intensive basis and in conditions regarded as inhumane
- c. Feist [___] No limited in any way.
- d. Puppy mill [___] A pair of soft fabric coverings, connected by a band across the top of the head, that are worn over the ears to protect them from cold or noise.
- e. Unrestrained [___] A small type of squirrel hunting dog, usually black and white or black with tan trim, weighing 20-27 pounds.

✓ **NEW WORDS**

2 While reading the text, note the unknowing vocabulary, search and write down their meanings:

- a. _____
_____.
- b. _____
_____.
- c. _____
_____.
- d. _____
_____.

✓ **USE THE NEW PATTERN**

3 After writing the words' meaning, use the new vocabulary while talking to your classmate.

⁴ The meanings presented in the activity were taken from: <http://www.oxforddictionaries.com/us/> and <http://es.termwiki.com/> and were based on American English Meanings.
Accessed on: August 20, 2014

✓ UNDERSTANDING THE TEXT

After reading the excerpts, answer the questions:

1 What have Gregory Berns and his colleagues been doing in the last two years?

- a. Developing a way to communicate with dogs.
- b. Searching a new medicine to cure dog's tumor.
- c. Studying how dog's legs work.
- d. Training dogs to go to an M.R.I scanner.

2 What was/were their objective(s)?

- a. To discover how dog's brain works.
- b. To discover how dogs feel in most of time.
- c. To discover if dogs are thinking or not.
- d. To discover if dogs love humans.

3 Who was Callie and how did it deal with the beginning of the process?

- a. Callie was a dog that learned how to go into an M.R.I simulator and how to wear earmuffs.
- b. Callie was a dog that liked to walk up steps into a tube and hold rock-still for 30 seconds.
- c. Callie was a dog that liked to wear earmuffs to protect her hearing from the noise scanner makes.
- d. Callie was a dog that refused to place her head in a custom-fitted chin rest.

4 What did the Animal Welfare Act of 1966 and states laws set?

- a. They raised the bar of the treatment of animals and solidified the view that animals are things.
- b. They solidified the view that animals are objects that can't be disposed of.
- c. They solidified the view that animals can be disposed of without minimizing their suffering.
- d. They solidified the view that animals can't be disposed of although reasonable care is taken.

5 What would happen if human being granted dogs rights of personhood?

- a. Dogs would have additional protection against exploitation.
- b. Dogs would have protection only against laboratory dogs.
- c. Dogs would have protection only against puppy mills.
- d. Dogs would have protection, but only dog racing would be kept.

✓ WHILE IN MY PLACE

1 Answer the questions according to your knowledge:

- a. Are scientists developing studies like Gregory Berns' in Brazil or in your city? Which ones?

- b. What kind of studies grounded in dogs would you like Brazilian Scientists to develop? Why?

- c. In your opinion, are researches on dogs important? If yes, why? If no, what research do you consider important? Why?

TIME TO WATCH



- 1 Look at this video image (Picture 1): who do you think this man is?
- 2 What is he doing with the dog? Why do you think so?
- 3 What is this video about?



Picture 1

Available at:

<https://www.youtube.com/watch?v=eVw1zs2X3iA&feature=youtu.be&noredirect=1>

Accessed on: May 1st, 2014

- 4 Watch the video one time. In the second time, fill in the blanks according to what you hear:
 - a. Narrator: Do our dogs love us?
That's the answer Emory University neuroscientist Gregory Berns _____
_____ to answer by training dogs to get in an MRI and scanning their
brains.
 - b. Gregory Berns: The heart of my interest is...is the dog-human _____.
In our first experiments we did very simple things where we train the dogs on
hand _____. So, the first experiment was: (signal) this means "hot dog"
and (signal) this means "no hot dog".
 - c. Gregory Berns: The idea _____ the book is...is a sensitive...my...I
guess deep-seated desire to know what my dogs are thinking and _____
they love us for something more than food.

- d. We also see _____ in exactly that same part of the brain. That's important, because it shows that dogs recognize the sense, the people they live with and if they _____ feelings for them.
- e. Gregory Berns: Basically the same things that humans love _____; things like: social comfort and social bonds.

5 After watching the video, check your answer:

- Who is the man in the video?

_____.

- What is he doing with the dog? Why do you think so?

_____.

- What is this video about?

_____.

TIME TO WRITE



1 Pretend you are Gregory Berns and during Callie's brain analysis, you find out how to communicate effectively with dogs.

- Write a descriptive text covering your discovery.
- How would you explain the discovery to the society? (TV, newspaper, opinion text)
- Present your task to the classroom.



PROMOTING AN IDEA

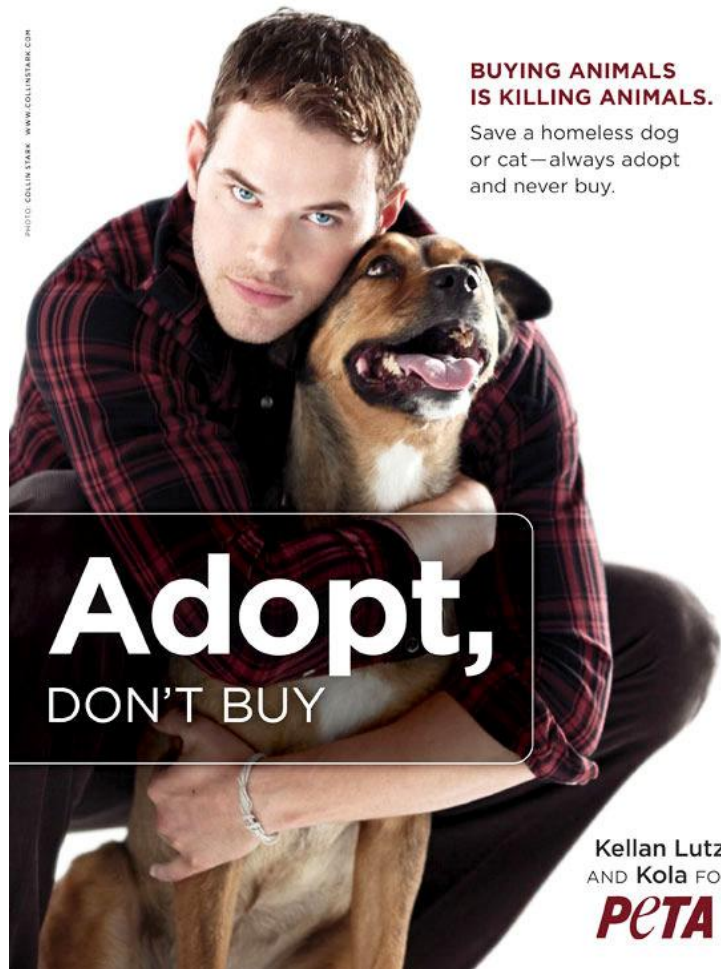
- 1 You are going to read an **advertisement**. Before reading it, pay attention to the following table:

What is an advertisement?	
The advertisement is a textual genre that aims to promote a product of a brand or a business, or promote an idea. Its language can vary depending on the public's profile to which they are destined to, a vehicle in which they are published.	
<u>To achieve an advertisement objective, use:</u> <ul style="list-style-type: none">- Figures of speech- Ambiguity (double meaning)- Verbs in the imperative form- Graphic variation of letters- Informational texts- Images	<u>An advertisement is composed by:</u> <ul style="list-style-type: none">- Title: usually creative and attractive, based on connotative language.- Body text: In this part, develop the idea presented in the title; use short, clear and objective sentences.- Product identification or brand: it is the advertiser's signature. It also appears the slogan.

Adapted from: <http://www.brasilecola.com/redacao/anuncio-publicitario.htm>;
http://pt.wikipedia.org/wiki/An%C3%BAnuncio_publicit%C3%A1rio
Accessed on: June, 19, 2014

- 2 Now, write down two characteristics you consider important to construct a **good advertisement**. Why did you choose them? Talk to a classmate about them and their value to achieve the public:

- 3 Look at the advertisement, consider the table information and mark T for TRUE and F for FALSE. If the statement is false, correct it:



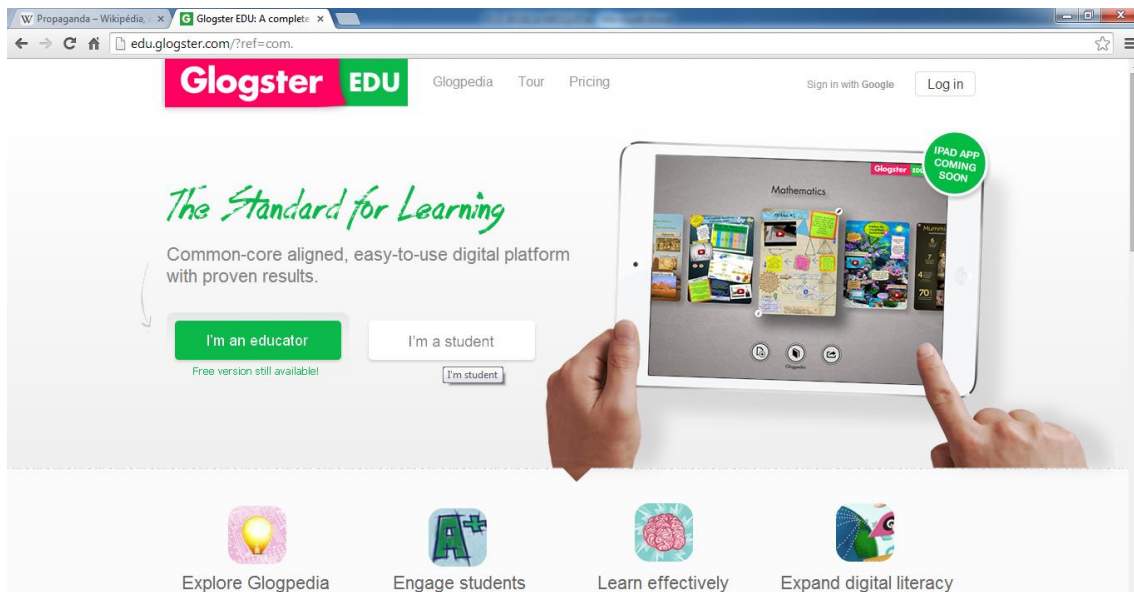
- a. 'Adopt, don't buy', can be considered as the title of the advertisement.
- _____
- _____
- b. In the body text, the title's idea is developed in long, confusing and subjective sentences.
- _____
- _____
- c. The advertiser aims to convince the public to adopt a dog or a cat.
- _____
- _____

d. [] The advertiser's signature / slogan appears in the end of the commercial.

TIME TO WRITE



1 Now that you have learned what an advertisement is, and its characteristics, create an advertisement poster at <http://edu.glogster.com/?ref=com> covering the animal adoption:



- The activity can be done in pairs or in trios.
- The pairs/trios will have to create a creative and attractive title, using connotative language.
- The pairs/trios will need to use images to get the public's attention.
- The pairs/trios body language presented in your commercial needs to be clear and objective.
- As the advertiser, the pairs/trios have to create your 'signature' or slogan.

TIME TO WATCH



- 1 Look at this video image (Picture 2): where do you think these people are?
- 2 What do you think they are doing there?
- 3 Watch the video and check your thoughts:



Picture 2

Available at: <https://www.youtube.com/watch?v=kQr6YDW4IGM>

Accessed on: January, 27, 2014

- 4 While watching the video, mark the option that best completes the sentence:
 - a. **The couple is...**
 - looking for their missing dog.
 - trying to get a job at Herliston Dogs Home.
 - looking for a homeless dog to adopt.
 - trying to save an animal's life.

- 5 If you were the couple, which dog would you adopt? Why?



TIME TO SPEAK

- 1 In many animal adoption processes, the **interview** is presented and has an important role.

To know if the candidate is able to protect the animal, including going to the place where the dog or cat will stay [...] These standards seek to prevent animals from being victims of cruelties, rituals, etc.

Adapted from: <http://www.olharanimal.net/adocao/artigos/163-orientacoes-basicas-para-o-encaminhamento-de-adocao-de-caes-e-gatos>
Accessed on: June,23, 2014

- a. After watching the video and reading the information presented in the chart, make trios and create an interview as a step in Harley's adoption process:

- Student 1 will be the interviewer.
- Student 2 and 3 will be the couple.



- b. Present the interview to the class.

Interview example:

Why do you want to adopt this pet? _____
How many pets do you currently have in your household?
Cats: _____ Breed(s): _____ Spayed/neutered? Yes No Ages: _____
Dogs: _____ Breed(s): _____ Spayed/neutered? Yes No Ages: _____
Other: _____ Types: _____ Ages: _____

Available at: <http://www.animalhumanesociety.org/>
Accessed on: January, 27, 2014

SELF ASSESSMENT

- 1 Write down your opinion about your learning process in this unit. Which activities were important to your learning? Which activities you didn't like? Why?

TEST BOOKLET 1

NAME: _____	SCHOOL: _____
DATE: _____	CLASS: _____

1 “Dogs love their friends and bite their enemies, quite unlike people, who are incapable of pure love and always have to mix love and hate.” —Sigmund Freud (*psychoanalyst*).

a. What does Freud mean by this quote?

b. Do you agree with him? Why?

2 Mark the option that best complete the sentences:

- Carlos _____ (has being / is been / has been) living in London for 10 years.
- _____ (be / has / have) your brother and sister been fighting yet?
- He has been reading that book ____ (for / since / by) 2 hours.
- Monica ____ ('s / s / 've) been studying hard this year.

3 Create your own advertisement covering the theme ‘Animals abandonment’.

- Use your creativity.
- Use the specific vocabulary studied in the classroom.

4 Watch the video and answer the questions:



Available at: <https://www.youtube.com/watch?v=Rgae1KcxOh4>
Accessed on: June, 28, 2014

a. What are Sylva Kelegian and Simone Luncher talking about?

b. According to Simone Luncher, what is important besides the initial investment: when you get a puppy, or a dog or a full grown cat?

c. According to Sylva Kelegian, what do people do when their pets have a disease? What does she suggest people do in these situations?

d. In cases of: need the animal spayed or neutered or an animal surgery; where can people get help? What kind of help?

TEST PONTUATION

Suggestion: attach the video script to the test booklet.

Number 1				
Skills: reading, writing				
Evaluation	Great	Very good	Good	Regular
	<p>→ After reading Freud's quote, the student explained its meaning in an effective way by using objective and simple sentences.</p> <p>→ The student used agreeing/disagreeing chunks while presenting his/her point of view in a clear and understandable way.</p>	<p>→ After reading Freud's quote, the student presented its meaning using some confusing words.</p> <p>→ The student expressed his point of view in an understandable way, although he/she used confused sentences.</p>	<p>→ After reading Freud's quote, the student wrote its meaning in a confusing and not clear way, although he could pass his ideas.</p> <p>→ The student expressed his point of view, although using unclear and incoherent sentences.</p>	<p>→ After reading Freud's quote, the student didn't explain its meaning and used confusing and incoherent sentences.</p> <p>→ The student didn't express his point of view.</p>
Number 2				
Skills: writing				
Evaluation	Great	Very good	Good	Regular
	<p>→ The student completed the four sentences correctly.</p>	<p>→ The student missed one of the sentences in the activity.</p>	<p>→ The student missed two sentences in the activity.</p>	<p>→ The student missed three sentences in the activity or marked all the sentences wrongly.</p>
Number 3				
Skills: writing				
Evaluation	Great	Very good	Good	Regular
	<p>→ The student</p>	<p>→ The student</p>	<p>→ The student</p>	<p>→ The couldn't</p>

	created his own advertisement, using the characteristics studied in the classroom in a correct way.	created his own advertisement, although he committed a mistake while using the characteristics.	tried to create an advertisement, although he wasn't successful when exposing the theme 'Dog's abandonment'.	create an advertisement approaching the theme 'Dog's abandonment'.
Number 4				
Skills: listening and writing				
Evaluation	Great	Very good	Good	Regular
	→ The student comprehended the video and answered the four questions correctly.	→ The student comprehended the video and answered three questions correctly.	→ The student comprehended the text in parts and answered two questions correctly.	→ The student didn't comprehend the text and didn't answer the questions.
Number 5				
Skills: writing				
Evaluation	Great	Very good	Good	Regular
	→ The student expressed his point of view about the financial responsibilities of pet rescue in a clear and coherent way using 15 to 20 lines.	→ The student expressed his point of view about the financial responsibilities of pet rescue in a confusing but understandable way using 15 to 20 lines.	→ The student expressed his point of view about the financial responsibilities of pet rescue in a confusing, incoherent way using 15 lines.	→ The student used less than 15 lines. Thus, making it impossible to score.

UNIT 1 – SCRIPTS

HOW DOGS LOVE US

MRI SCANS SHOW EVIDENCE OF LOVE

Narrator: Do our dogs love us?

Narrator: That’s the question Emory University neuroscientist Gregory Berns is trying to answer by training dogs to get in an MRI and scanning their brains.

Gregory Berns: The heart of my interest is...is the dog-human relationship. In our first experiments, we did very simple things where we train the dogs on hand signals. So, the first experiment was: (signal) this means “hot dog” and (signal) this means “no hot dog”.

Narrator: The results are coming out in his new book “How Dogs Love Us”.

Gregory Berns: The idea behind the book is...is a sensitive...my...I guess deep-seated desire to know what my dogs are thinking and whether they love us for something more than food.

I started with my own adopted dog Callie. For training her wasn’t easy, because MRIs are loud, close spaces.

Into lots of practices, and lots of positive reinforcement, eventually, she learned to hold still in MRI. And in short order we trained more dogs.

Narrator: Berns is the first scientist to run such studies.

He hopes the findings will show where dogs came from and their potential impact on human evolution.

Gregory Berns: This is a map of each dog’s brain responding to this (hand signal) signal. And what it shows is: There is this hot spot here and there is the respond most strongly to that hand signal winning reward. So, that, by itself is not terribly surprising. What is interesting is then, when we do, kind of more interesting experiments where we present the dogs with things like smells, their owners or other people they live with; as well as dogs that they live with. Whether they compare the people and dogs that they don’t know.

We also see activity in exactly that same part of the brain. That’s important, because it shows that dogs recognize the sense, the people they live with and if they have positive feelings for them.

Gregory Berns: I think the answer is definitely yes. They love us for things far beyond food. Basically, the same things that humans love each other for; things like: social comfort and social bonds.

Narrator: For Emory University Communications, I’m Corey Brown Fox.

TEST BOOKLET 1 SCRIPTS

ALL ABOUT PET RESCUE AND PET ADOPTION: FINANCIAL RESPONSIBILITIES OF PET RESCUE

Sylva Kelegian: I'm Sylva Kelegian with Expert Village, here with Simone Lucher from Pet Mania in Burbank. And we're going to talk to you about the importance of having the financial income to take care of your animals, and if you don't, not to adopt an animal.

Simone Lucher: Well you know, everybody, I mean, most people love animals. And they're really cute when you look at them all. There is sometimes people don't realize it's also, you know, you have to be financial able to take care of an animal. It's the initial investment: when you get a puppy or a dog or a full grown cat or whatever it is, but it is the initial investment and then also the maintaining and also being aware of that. You know, if something happens down the line that the animals get sick and they get older or whatever, you've got to be able to take care of it.

Sylva Kelegian: Yes, I mean, anything can happen, they can get eye disease or liver disease at five, six years old. And if you don't have the money to take care of it, a lot of people drop their pets at the shelter and say: "I can't afford to take care of this dog or this cat." They've had him for ten, fifteen years, and they drop him at a shelter to have him euthanized. And it's pretty cruel. I mean, if you don't have the money, and you have to have you dog put down, take him to

a vet and hold him in your arms. Don't drop him at a local shelter and have them do it.

Simone Lucher: And most of these also do have like organizations where you can find financial aid, you know, like, I think here for us, is called 'Actors and Others for Animals'. If you do have like, you know, you need your animal spayed or neutered or you have a surgery, they will financial help you.

TEACHER'S GUIDE 1

GET IN THE MOOD

WHAT DO FAMOUS PEOPLE SAY ABOUT DOGS?

Suggestion: As a pre warm-up activity, ask students some famous people's quotes about animals:

"Dogs are better than human beings because they know but do not tell."

— Emily Dickinson (*poet*)

"Dogs love their friends and bite their enemies, quite unlike people, who are incapable of pure love and always have to mix love and hate."

—Sigmund Freud (*psychoanalyst*)

"Happiness is a warm puppy."

— Charles M. Schulz (*cartoonist, Peanuts*)

Available at: <http://dogtime.com/25-famous-quotes-about-dogs.html>
Assessed on: 17th May, 2014

Objective: to introduce the subject to the students by using famous people quotes about dogs.

Before starting the warm-up activity, ask the students to think about what they just have read.

- 1) Discuss the questions with a partner:

As a warm-up activity, ask students to make pairs and discuss the questions.

Objective: do the students talk at least a brief in this first moment about the unit's theme.

Suggestion: Teachers can ask students to note their answers before talking to the partner.

Time: 10 to 15 minutes.

- **Who do you think is the man's Best friend? Why?**

Possible answer: I think the man's best friend is the dog. Because dogs are more loyal than cats.

- **Do you have a pet? If so, which one? If not, would you like to have one?**

Possible answer: Yes, I do. I have a dog/ a cat/ a parrot.

Possible answer 2: No, I don't. Yes, I would.

Possible answer: No, I don't. I wouldn't like to have a pet, because I'm allergic.

- **Which pet would you like to have?**

Possible answer: I would like to have a cockatoo/ hamster/ a cat/ a horse/ a lizard.

- **Have you ever heard about animal adoption? If so, what do know and think of it?**

Possible answer: Yes, I have. I know that this kind of adoption is a way of taking animals out of the streets. Although, I think I would rather buy a dog than adopt one. Because, most of them are mongrel dogs.

- **REMEMBER**

Suggestion: Explain to the students that:

- when talking to each other people express their opinions/points of view about an specific subject by agreeing or disagreeing with what is being said. To express opinions, people have to use specific expressions as the ones presented in the Help Box:

HELP BOX

Expressing opinions

- In my opinion...
- From my point of view...
- I think that...
- To my mind...

Expressing agreement

- I agree with you entirely
- You are absolutely right
- That's a good point
- I don't think so either

Expressing disagreement

- I don't agree with you
- Yes, but don't you think...
- On the contrary...
- However...

GRAMMAR

- 1 As an introduction to the new grammar structure - Present Perfect Continuous Tense -, ask students to read the comic strip.

Time: two or five minutes.



- 2 After reading the comic strip, students are supposed to try to discover how this new structure is used.

Suggestion: Ask students to make pairs or trios and make them compare their ideas about the new grammar.

Time: Five to ten minutes.

- ✓ Before explaining the grammar structure, ask each pair or trio:
 - What's the pair/trio's final opinion about the Present Perfect Continuous structure and its use? Why?

Suggestion: Write each pair/trio's idea on the blackboard.

Objective: These first two activities aim to make the students think about the grammar that has been introduced to them.

✓ **TIME TO EXPLAIN**

Suggestion: Ask students to look at the chart:

PRESET PERFECT CONTINUOUS TENSE	Pronoun / name (Subject)	Have / has	Verb to be in the past participle	Main verb in the ING Form
--	---	-------------------	--	--------------------------------------

Explain to the students that:

→ In the **affirmative form** of the Present Perfect Continuous, they use **PRONOUN/NAME (SUBJECT) + HAVE/HAS + VERB TO BE IN THE PAST PARTICIPLE + MAIN VERB IN THE ING FORM.**

→ The Present Perfect Continuous is used to emphasize the continuity of an action that started in the past and extends to the present time.

→ The Present Perfect Continuous is also used when we want to talk about an action that started in the past and stopped recently. But, its results are present in the present time.

Suggestion: Write the examples on the blackboard and explain the Present Perfect Continuous' construction:

Ex1.: (comic strip): I've been dancing ballet since I was eight years old.

Ex2.: You don't understand because you haven't been listening.

Ex3.: The parrot has been talking for a day.

NOTE

The students have already learned the use of 'FOR' and 'SINCE' with the Present Perfect Tense, Thus, just make sure they remember these uses.

- Use **FOR** to talk about a period of time.
- Use **SINCE** to talk about a point in past time.

3 Complete the sentences with the **AFFIRMATIVE FORM** of **PRESENT PERFECT CONTINUOUS**:

- Her eyes are red. I think she **has been crying**. (to cry).
- I **have been playing** (to play) piano for two hours.
- It **has been raining** (to rain). The floor is wet.
- John **has been working** (to work) on the project for many years.
- Sophie **has been waiting** (to wait) for the bus for forty minutes.

• **IMPORTANT**

Suggestion: After explaining the affirmative form of the Present Perfect Continuous Tense, make the students understand the interrogative and negative forms of this construction:

→ In the **interrogative form** of the Present Perfect Continuous, they invert the order of the special verb **HAVE/HAS** and the **SUBJECT**.

HAVE/HAS + SUBJECT + VERB TO BE IN THE PAST PARTICIPLE + MAIN VERB IN THE ING FORM

→ In the **negative form** of the Present Perfect Continuous, they have to add the word **NOT** in front of the special verb **HAVE**.

SUBJECT + HAVE NOT/HAS NOT + VERB TO BE IN THE PAST PARTICIPLE + MAIN VERB IN THE ING FORM

- 4 Ask the students to make pairs and guide them to talk to their classmates about things they have or haven't been doing in the last few weeks.

Suggestion: Before starting this activity, make sure the students have read the example and understood it.

Example:

Student 1: I have been working with my father since last week. How about you?

Student 2: Well, I haven't been working with my father, but I have been practicing some exercises at the gym.

Time: 5 to 10 minutes.

Suggestion: Ask the students to present to the class some of the thing they have been doing.

Objective: to make the students use the affirmative, interrogative and negative forms of the Present Perfect Continuous Tense. In this exercise, the students are also free to ask each other about their common activities.

- 5 Ask students to make a circle. Then, ask them to write at least five questions in the Present Perfect Continuous on a piece of paper. Students have to fold their questions and put them on the Question's box.

Suggestion: Teachers can make a Question's Box. And after students have finished this part of the activity, pass the box with questions, and ask each student to answer one question until all the question have been answered.

Suggestion: Put some music to play while students pass the box. When the music stops, the student who is holding the box have to pick one question, read it aloud and then answer it.

Objective: to make students practice the interrogative form. Besides they also practice how to answer questions with the Present Perfect Continuous.

Pay attention: ask the students to read the activity's example for some guidance.

- 6 Ask students to keep the questions that they have chosen from the box in the previous activity.

The idea is to develop this activity orally.

Explain to students that they have to make negative sentences with their questions as the examples:

Examples:

Have you been taking music classes?

A: *You haven't been taking music classes.*

Have you been talking to your American friend?

A: *You haven't been talking to my American friend.*

TIME TO READ



Pre-reading

Suggestion: Before reading the text excerpts taken from “**Dogs are people, too**” written by Gregory Berns, create an orally discussion with the students approaching Berns’ saying: “I think the answer is definitely yes. They [dogs] love us for things beyond food.”

Objective: make students think and expose their own opinions about what Berns’ says by answering the questions:

- 1 Do you share Gregory Berns’ point of view? Why?

Possible answer: Yes I do. Because dogs seem to be so smart when doing things and when demonstrating their feelings about humans. /No I don't. Because dogs and animals in general are incapable of thinking.

2 Why is this his opinion?

Possible answer: Because he is a neuroscientist and because he's specialized on dogs' brain studies.

3 What do you know about Magnetic Resonance Imaging (M.R.I.)? Talk to your classmates about it.

Possible answer: I don't know anything about it. / A Magnetic Resonance Imaging (M.R.I) is an exam you do to see your brain. When you do this kind of medical exam, you have to enter in tube and keep quiet until the examination is over.

✓ VOCABULARY

1 As a while-reading activity, ask students to match the words with their corresponding meanings:

- a. Earmuffs [B] The action or fact of treating someone unfairly in order to benefit from their work.
- b. Exploitation [D] An establishment that breeds puppies for sale, typically on an intensive basis and in conditions regarded as inhumane
- c. Feist [E] No limited in any way.
- d. Puppy mill [A] A pair of soft fabric coverings, connected by a band across the top of the head, that are worn over the ears to protect them from cold or noise.
- e. Unrestrained [C] A small type of squirrel hunting dog, usually black and white or black with tan trim, weighing 20-27 pounds.

✓ NEW WORDS

2 As a while-reading activity, ask students to write down unknowing words presented in the text. Then, ask students to search and note their meanings.

Suggestion: Give students 5 minutes to walk around the class and look at the classmates' new words.

Objective: to make students participate of their own learning process.

NOTICE

Teacher can ask students to: Look at English/Portuguese meanings.

✓ **USE THE NEW PATTERN**

- 3 After giving the students some time to search for the words and their meanings, ask them to make pairs and use the new vocabulary while talking to their classmate.

NOTE

The teacher is free to give them some examples, rather related with the text.

Objective: The while-reading activities aim to familiarize the students with the unknowing words and its use in real life.

✓ **UNDERSTANDING THE TEXT**

Suggestion: After reading, ask students to answer the following questions. If necessary, instruct them to come back to the text if necessary.

Objective: Evaluate students' ability to interpret the text.

1. **What have Gregory Berns and his colleagues been doing in the last two years?**
 - a. Developing a way to communicate with dogs.
 - b. Searching a new medicine to cure dog's tumor.
 - c. Studying how dog's legs work.
 - d. **Training dogs to go to an M.R.I scanner.**

2. **What was/were their objective(s)?**
 - a. **To discover how dog's brain works.**
 - b. To discover how dogs feel in most of time.
 - c. To discover if dogs are thinking or not.

- d. To discover if dogs love humans.

3 Who was Callie and how did it deal with the beginning of the process?

- a. **Callie was a dog that learned how to go into an M.R.I simulator and how to wear earmuffs.**
- b. Callie was a dog that liked to walk up steps into a tube and hold rock-still for 30 seconds.
- c. Callie was a dog that liked to wear earmuffs to protect her hearing from the noise scanner makes.
- d. Callie was a dog that refused to place her head in a custom-fitted chin rest.

4 What did the Animal Welfare Act of 1966 and states laws set?

- a. **They raised the bar of the treatment of animals and solidified the view that animals are things.**
- b. They solidified the view that animals are objects that can't be disposed of.
- c. They solidified the view that animals can be disposed of without minimizing their suffering.
- d. They solidified the view that animals can't be disposed of although reasonable care is taken.

5 What would happen if human being granted dogs rights of personhood?

- a. **Dogs would have additional protection against exploitation.**
- b. Dogs would have protection only against laboratory dogs.
- c. Dogs would have protection only against puppy mills.
- d. Dogs would have protection, but only dog racing would be kept.

✓ WHILE IN MY PLACE

1 After reading the excerpts, ask students to:

- Think about your reality (city, country)
- Then, answer the questions:
 - a. Are scientists developing studies like Gregory Berns' in Brazil or in your city? Which ones?

Possible answer: Yes, they are. In Brazil, a PhD student from the Universidade Federal de São Carlos (UFSCar), Isabela Zaine, is analyzing the canine behavior and the communicative interaction between people and dogs.

See more at:

<http://www.cruzeirosul.inf.br/materia/543692/estudos-desenvolvidos-na-ufscar-analisam-o-processo-de-comunicacao-entre-pessoas-e-caes>

Accessed on: 17th June, 2014

Suggestion: If students don't know any study in this field, this question could be done as a homework activity. In this situation, teachers can ask the students to search the topic at home, and bring it in the next class for a discussion.

- After searching about the studies, ask students to make a circle.
- Each student has 5 to 10 minutes to talk about the studies they have found on the internet to their classmates.
- Teachers can ask students: "Why did you choose this specific study?"

b. What kind of studies grounded in dogs would you like Brazilian Scientists to develop? Why?

Possible answer: I would like Brazilian Scientist to develop an effective manner to prevent human infection by Leishmaniasis. Because this disease still keeps infecting and killing people through years.

c. In your opinion, are researches on dogs important? If yes, why? If no, what research do you consider important? Why?

Possible answer 1: Yes, they are. Because, dogs were domesticated in prehistory, since they have been next to people, it's important to know how they think and how our acts influence them.

Possible answer 2: No, they aren't. Because, while researchers are wasting their times searching about dogs, they could be searching the Alzheimer disease's cure.

TIME TO WATCH



Suggestion: The first three activities are supposed to be pre-watching activities.

The students are supposed to answer the pre-watching activities orally.

- 1 Ask students to look at the video image and answer the question: “Who do you think this man is?” *Personal answer.*
- 2 What is he doing with the dog? Why do you think so? *Personal answer*
- 3 What is this video about? *Personal answer*

(Video picture)

- 4 Ask students to watch the video one time, as a video presentation. Then, in the second time, ask the learner to fill in the blanks according to what they hear.
 - a. Narrator: Do our dogs love us?
That’s the answer Emory University neuroscientist Gregory Berns is trying to answer by training dogs to get in an MRI and scanning their brains. (time: 0:09 – 0:21)
 - b. Gregory Berns: The heart of my interest is...is the dog-human relationship. In our first experiments we did very simple things where we train the dogs on hand signals. So, the first experiment was: (signal) this means “hot dog” and (signal) this means “no hot dog”. (time: 0:22 – 0:36)
 - c. Gregory Berns: The idea behind the book is...is a sensitive...my...I guess deep-seated desire to know what my dogs are thinking and whether they love us for something more than food. (Time: 0:40 – 0:52)
 - d. We also see activity in exactly that same part of the brain. That’s important, because it shows that dogs recognize the sense, the people they live with and if they have positive feelings for them. (Time: 1:54 – 2:06)
 - e. Gregory Berns: Basically the same things that humans love each other for; things like: social comfort and social bonds. (Time: 2:19 – 2:25)

5 After watching the video, ask the student to check their answer in the pre-watching activities:

- Who is the man in the video?

Possible answer: He is Gregory Berns.

- What is he doing with the dog? Why do you think so?

Possible answer: The man is training the dog to go to an M.R.I. exam to check how the dog's brain works.

- What is this video about?

Possible answer: The video is about a research involving studies of dog's brain, and how dogs feel about human beings.

TIME TO WRITE



Suggestion: As a role play activity, ask students to pretend being Gregory Berns during Callie's brain analysis. While analyzing the dog's brain, the students [as Gregory Berns] discover how to communicate effectively with dogs.

- Ask students to write a descriptive text covering the discovery. This activity has to be done in a sheet of paper.

Suggestion: Instruct the students to use specific vocabulary and expressions common in the field.

- After writing the opinion text, students have to tell their classmates: How would they explain the discovery to the society? (TV, newspaper, opinion text)
- In the end, students have to present the task to the classroom.

Suggestion: Teachers can tell students that they can do a PowerPoint presentation, use worksheets with their own article, etc.

Objective: to analyze the students' ability of writing a descriptive text.

PROMOTING AN IDEA



In the ‘Promoting an Idea’, the students are going to learn a new textual genre: the commercials.

Suggestion: One or two classes before introducing the new genre to the students, ask them to look for the commercials definition and characteristics.

- Teachers can ask students to bring the search written on their notebooks.

- 1 Explain to the students that, before reading the advertisement, they are going to pay attention to the table with the genre information.

- 2 Considering the table information and the students’ search, ask the learners to write down two characteristics that they consider important to construct a good advertisement. Next, ask the students to answer the question: **Why did you choose these characteristics?** To finish the activity, learners are supposed to talk to a classmate about these characteristics and their value to achieve the public.

Suggestion: While students do this activity, the teacher should solve students’ doubt about the genre.

- 3 Ask the students to look at the advertisement, consider the table information and mark T for TRUE and F for FALSE. If the statement is false, correct it:
 - a. [F] ‘Adopt, don’t buy’, can be considered as the title of the advertisement.
Possible answer: ‘Adopt, don’t buy’ can be considered as sentences in the imperative form that persuades the public about the benefits of the adoption.
 - b. [F] In the body text, the title’s idea is developed in long, confusing and subjective sentences.
Possible answer: In the body text, the title’s idea is developed in short, clear and objective sentences.

- c. [T] The advertiser aims to convince the public to adopt a dog or a cat.
- d. [T] The advertiser's signature / slogan appears in the end of the commercial.

Objective: To check students' ability to understand the textual genre by using a real life example.

TIME TO WRITE



1 Since the students have already verified their understanding covering the genre, ask them to create their own advertisement poster:

- The activity can be done in pairs or in trios.
- The activity has to be done at <http://edu.glogster.com/?ref=com>.
- In their posters, students have to approach the animal adoption.
- The pairs/trios will have to create a creative and attractive title, using connotative language.
- The pairs/trios will need to use images to get the public's attention.
- The pairs/trios body language presented in the advertisement needs to be clear and objective.
- As the advertiser, the pairs/trios have to create your 'signature' or slogan.

Objective: to evaluate if the students understood the genre's characteristics and definition.

TIME TO WATCH



Suggestion: Before watching the video, ask the students to analyze the video's image and answer the questions:

- 1 Where do you think these people are?
- 2 What do you think they are doing there?
- 3 Watch the video and check their previous thoughts:

(Video image)

- 4 While watching the video, ask the students to mark the option that best completes the sentence:

a. **The couple is...**

- looking for their missing dog.
- trying to get a job at Herliston Dogs Home.
- looking for a homeless dog to adopt.**
- trying to save an animal's life.

- 5 If you were the couple, which dog would you adopt? Why?

Possible answer: I would adopt the third dog (Harvey). Because, he has shown the benefits of adopting him and not the other dogs in the shelter.

Objective: to analyze the students ability of interpreting a video with no dialogue and the commercial presented on it.



TIME TO SPEAK

Suggestion: Explain to the students that activity number 1 is related to the adoption commercial that they have just watched.

- 1 Explain to the students that, in many animal adoption process, the **interview** is present and has an important role. To understand more, ask them to read the chart.

- In this part of the unit, students are supposed to connect the previous knowledge, and create their own interview in Harley's adoption process [the third dog in the funny adoption commercial].

Suggestion: Students have learned this genre [interview] in a previously unit.

- This activity has to be done in trios.
- Student 1 will be the interviewer.
- Student 2 and 3 will be the couple.

- 1 After reading the interview, example and choosing the right questions to compose each interview, present it to the class.

Objective: to practice the speaking and writing skills by creating their own interview process.

SELF ASSESSMENT

- 1 Ask the students to write down their opinions about their learning process in the unit.

Suggestion: In this activity, the students are supposed to read their writing aloud. Thus, while reading, they are probably going to talk about their weakness. At this time, teacher should solve the doubts related to the unit.

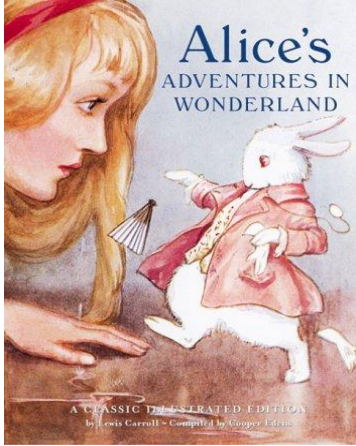
Objective: to give the student an opportunity to evaluate their learning process.

UNIT 2 - WHAT'S YOUR FAVORITE BOOK?

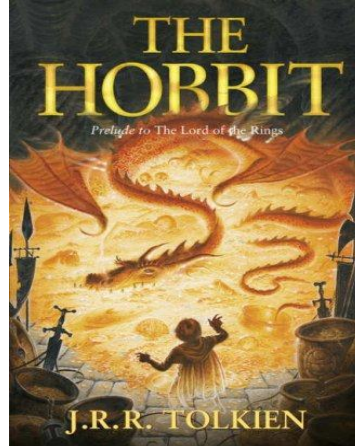


GET IN THE MOOD

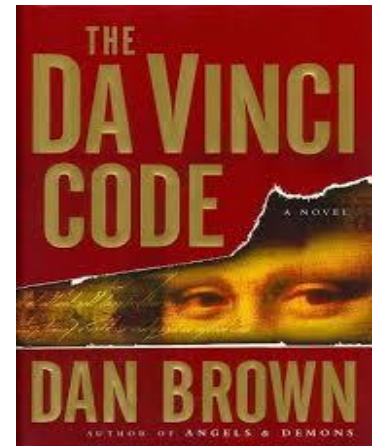
1 Look at the images. What stories do you know?



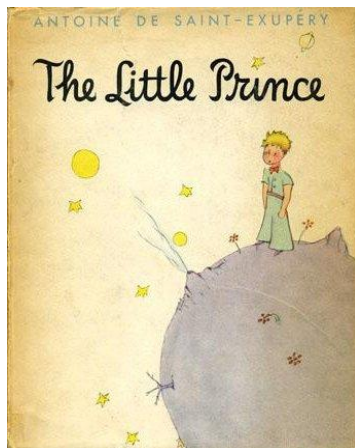
1: Alice's Adventures in Wonderland
Author: Lewis Carroll



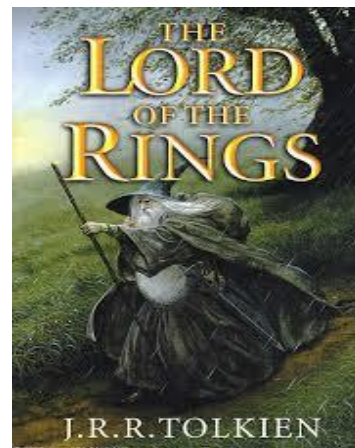
2: The Hobbit
Author: John Ronald Reuel Tolkien



3: The Da Vinci Code
Author: Dan Brown



4: The Little Prince
Author: Antoine de Saint-Exupéry



5: The Lord of The Rings
Author: John Ronald Reuel Tolkien

2 What is your favorite book?

- "The Book Thief" – Markus Zusak
- "The Fault in Our Stars" – Jhon Green
- "The Wizard of Oz" - Lyman Frank Baum
- "Twilight" - Stephenie Meyer
- _____

PRESENTATION



Listen and read:

1 Sarah and Peter are talking about some books they like and their love of reading:

Sarah: So Peter, I hear that you love to read. What types of books do you like to read?

Peter: I like to, I especially like to read fantasy and science fiction books. I love all kinds of reading but I guess one of my favorite books come from that genre so I really, yeah, I really love that kind of book.

Sarah: So, what's your favorite fantasy genre book?

Peter: The Lord of the Ring series.

Sarah: Oh, it's very interesting.

Peter: Yeah. How about you, do you read fiction or science fiction or anything fiction related?

Sarah: Not really, I tend to like non-fiction books.

Peter: Oh, okay. Do you have any favorites from the non-fiction range of books?

Sarah: Well I like reading non-fiction because I like to read things that I can learn something from so I love to read books on culture and religion and different things.

Peter: Okay.

Sarah: And one of the books I read recently that I really liked was called Spirit of the Rainforest.

Peter: Right.

Sarah: It's really interesting.

Peter: Wow, it sounds fascinating.

2 Who likes to read what? Mark the correct column:

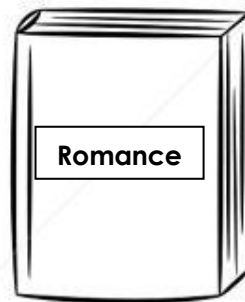
Peter Sarah

- | | | |
|---|-------------------------------------|--------------------------|
| a. My favorite types of book are fantasy and science fiction books. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. My favorite type of book is non-fiction books. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I love The Lord of The Rings series | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I love to read books on culture and religion. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I love Spirits of the Rainforest. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Read, listen and reproduce Peter and Sarah's conversation:

FOCUS ON VOCABULARY

1 Practice with your teacher:



Interesting



Boring



Difficult



Surprising



Creepy



Fun

PRACTICE THE VOCABULARY

1 Complete the missing letters:

- a. I don't like r__ma__c__ book. It's b__ri__g.
- b. I like to read __or__or books. They are c__eep__.
- c. I love to read m__ste__y books. Because they are s__rpr__s__ng.
- d. My favorite type of book is __om__cs. It's __un.
- e. My favorite type of book is d__ar__es. It's in __er__st__ng.

2 Look at the image:



- a. What does Sheldon like to read? Why?
- b. Do you like to read the same type of book?
- c. What types of books do you like to read? Tell a classmate about it.

Example:

Student 1: I like to read _____ books. Because they are _____. And you?

Student 2: I prefer to read _____ books. Because they are _____.

FOCUS ON GRAMMAR

1 Read a part of Peter and Sarah's conversation:

QUESTION	ANSWER
Sarah: What types of books do you like to read?	Peter: I like to read fantasy and science fiction books.

2 Answer the questions:

a. What types of food do you like to eat?

_____.

b. What types of games do you like to play?

_____.

c. What types of movies do you like to watch?

_____.

d. What types of music do you like to hear?

_____.

PAIR WORK

3 Ask questions to your classmate using the construction: “**What type ofdo you like to?**”

What is your classmate's answers? Note them on your book.

_____.

4 Read the charts and talk about them:

AFFIRMATIVE	
I read fiction and science fiction books.	
QUESTION	ANSWER
Do you read fiction or science fiction books?	<u>No, I don't.</u> I tend to Rread non-fiction books.

IMPORTANT
Do not → Don't

PRACTICE THE GRAMMAR

1 Make questions according to the tips and answer them:

a. Question: _____.



Answer: _____.

b. Question: _____.

Answer: _____.

c. Question: _____.

Answer: _____.

TIPS	
A	 <p>Question: <i>Verb: To listen</i> <i>Vocabulary: Rock</i></p>
B	 <p>Question: <i>Verb: To play</i> <i>Vocabulary: Soccer</i></p>

C



Question:
Verb: To watch
Vocabulary: Sitcoms



TIME TO SPEAK

1 Make two groups: A and B:

- Write down words from the unit in a piece of paper.
- Fold the pieces of paper and put them in the group box.



TIME TO WRITE



- 1 Write down sentences about yourself. Use the words: **LIKE – WATCH – LISTEN – ROCK – BOOK – ROMANCE – SITCOM – COUNTRY MUSIC - READ**

WHAT ARE COMICS?

Comics are visual media used to express ideas via images.

They present speeches balloons...



...thoughts balloons...



...captions that can indicate place, time or the narrator voice...

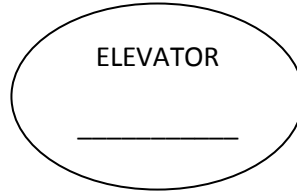
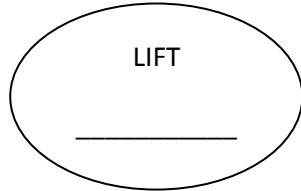
...and sounds effects.



- 1 Now it is your turn! Make trios and create a comic:
 - Work with the theme ‘**What is your favorite book?**’

TIME TO LISTEN

1 Do you know American and British English have differences?



- a. Find the meanings on the dictionary and write them on the empty spaces.
- b. Listen to a story about the British and American English. Do you understand it? Do you think American and British people don't accept the differences?

TIME TO WATCH 

- 1 Look at the image:
- a. What is this video about?
 - b. Where are the girls from?



Available at: <https://www.youtube.com/watch?v=P6ekn8h6jzE>
Assessed on: July, 12, 2014

- 2 Answer according to the video:

a. Americans say these are _____.



b. British say this is a _____.



c. Americans say these are _____.





d. British say this is a _____.

✓ **REMEMBER**

In American and British English, the same words can mean different things!

BRITISH	AMERICAN
Biscuit	Cookie
Plaster	Band aid
Crisps	Chips
Chips	French fries
Football	Soccer
Trainers	Sneakers
Jumper	Sweater
Trousers	Pants
Pants	Underpants
Mobile phone	Cell phone

SELF ASSESSMENT

1 Look at the unit and write down the topics you like and the topics you don't like in the unit:

I LIKE	I DON'T LIKE

TEST BOOKLET 2

NAME: _____	SCHOOL: _____
DATE: _____	CLASS: _____

1 Read a part of Peter and Sarah's conversation and answer the questions:

Sarah: So, what's your favorite fantasy genre book?

Peter: The Lord of the Ring series.

Sarah: Oh, it's very interesting.

a. What types of books does Peter like to read?

_____.

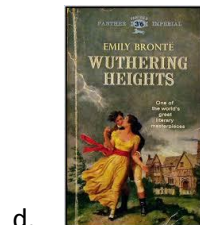
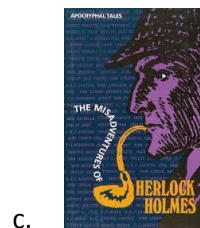
b. What's Sarah's opinion about 'The Lord of The Rings'?

_____.

c. And you? What's your favorite book?

_____.

2 Match images to the names:



Mystery

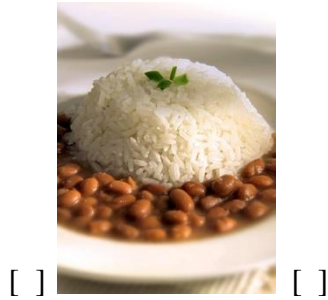
Comics

Romance

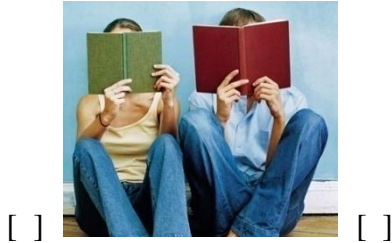
Horror

3 Mark the correct answer:

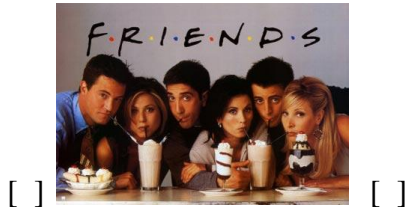
a. What types of food do you like to eat?



b. What types of games do you like to play?



c. What types of sitcom do you like to watch?



4 Answer the questions according to the model:

Example: Do you listen to music?

Yes, I do. I listen to pop music.

a. Do you play the guitar?

_____.

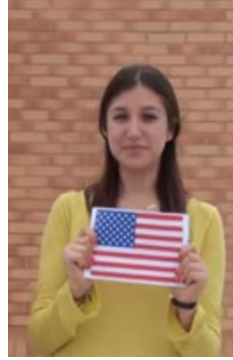
b. Do you watch TV?

_____.

5 Remember these girls? Write down the words from the box in one of the spaces:



BRITISH



AMERICAN

WORD BOX

Cell phone – Chips - French fries - Mobile phone – Pants – Sneakers – Trainers -
Underpants

TEST BOOKLET 2 – PONTUATION

Number 1				
Skills: reading and writing				
Evaluation	Great	Very good	Good	Regular
	→ The student read the conversation unit and answered letters 'a', 'b' and 'c' correctly.	→ The student read the conversation but answered two questions correctly.	→ The student read the conversation unit with difficulties and answered only one question correctly.	→ The student read the conversation but answered the questions / give wrong answers.

Number 2				
Skills: vocabulary				
Evaluation	Great	Very good	Good	Regular
	→ The student matched the pictures to the words (book genre) without difficulties.	→ The student matched the pictures with some difficulties and made a mistake while matching the pictures to the words (book genre).	→ The student made two mistakes while matching the pictures to the words (book genre)	→ The student didn't match the pictures to the words (book genre) correctly or matched a picture with the right book genre.

Number 3				
Skills: grammar				
Evaluation	Great	Very good	Good	Regular
	→ The student marked the right answers to each question.	→ The student didn't mark the correct answer in one of the	→ The marked an answer correctly.	→ The student was confused and didn't choose the right

		questions.		answers for the questions.
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Number 4				
Skills: Grammar				
Evaluation	Great	Very good	Good	Regular
	→ The student used the words in parentheses to answer the questions correctly.	→ The student used the words in parentheses to answer the questions, but committed a mistake while answering. Ex. He/She didn't give a complete answer.	→ The student used the words in parentheses while answering one of the questions.	→ The student didn't answer the questions using the words in parentheses.

Number 5				
Skills: Ways to communicate – British and American words				
Evaluation	Great	Very good	Good	Regular
	→ The students wrote down the words in their right places (British or America)	→ The student wrote down a word in the wrong place.	→ The student wrote down two words in the wrong place.	→ The student wrote down three or more words in the wrong place.

UK VS USA WORDS (VIDEO)

Sarah: Hi, I'm Sarah and I'm from *Nottingham* in *United Kingdom*.

Jacqueline: Hi, I'm Jacqueline and I'm from Los Angeles in United States of America.

Sarah: Uhhh...I'm hungry. I'm going to eat a biscuit.

Jacqueline: That's not a biscuit. It's a cookie.

Sarah: It's a biscuit.

Jacqueline: It's a cookie.

Sarah: Hey! Did you hurt your hand? You're wearing a plaster.

Jacqueline: What's a plaster? This is a band aid.

Sarah: Whatever. I'm hungry still. I'm gonna eat some crisps.

Jacqueline: Those aren't crisps. Those are chips.

Sarah: These are crisps. These are chips.

Jacqueline: Those aren't chips. Those are French Fries.

Sarah: These are chips.

Jacqueline: French fries!

Jacqueline: I love soccer. I really love soccer.

Sarah: That's not soccer. That's football.

Jacqueline: It's not football.

Sarah: You know they play all over the world, and practice some. They wear trainers like these.

Jacqueline: Those aren't trainers. Those are sneakers.

Sarah: Trainers!

Jacqueline: Sneakers!

Sarah: I'm cold. I'm goinna put a jumper on.

Jacqueline: What's a jumper? That's a sweater.

Sarah: That's a jumper.

Jacqueline: I'm also cold. I'm gonna put on another pair of pants.

Sarah: Those aren't pants. Those are trousers.

Sarah: These are pants.

Jacqueline: Those aren't pants. Those are underpants.

Sarah: These are pants!

Jacqueline: Underpants!

Sarah: Pants!

Jacqueline: Underpants!

Sarah: Pants!

Jacqueline: Underpants!

Sarah: Pants!

Jacqueline: Underpants!

Sarah: Pants!

Jacqueline: Underpants!

Sarah: Oh. Wait a minute. My mobile phone is ringing.

Jacqueline: That's a cell phone!

TEACHER'S GUIDE 2

- 1 As an introductory activity, ask the students to look at the books' covers and circle the story or stories they already know.

Suggestion: Ask the students to their classmates about the stories they have chosen. The students are supposed to talk about their favorite part in the book chosen.

Objective: The idea is to let students curious about the stories they already don't know.

- Teacher shall stimulate students to read the books.

- 2 After talking about some books and their contents, ask the students to answer the question: "What is your favorite book?"

Suggestion: Students can mark how many options they want and even write down some other book's name.

PRESENTATION

- 1 Tell the students that they are going to hear Sarah and Peter talking about some books that they like and their love of reading. While listening, ask the students to read the conversation on their books.

The script was adapted from <http://www.ello.org/english/1251/1295-Sarah-Books.htm>.

Play the whole audio to the students and then, ask them to read the script on their books.

- 2 Ask the students to read the option and mark the correct column according to Sarah and Peter's conversation:

	Peter	Sarah
a. My favorite types of book are fantasy and science fiction books.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. My favorite type of book is non-fiction books.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. I love The Lord of The Rings series	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. I love to read books on culture and religion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. I love Spirits of the Rainforest.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- 3 Ask the students to read, listen and reproduce Peter and Sarah's conversation.

Suggestion: The teacher can divide the class in two groups: Girls are supposed to reproduce Sarah's saying in the conversation and boys are supposed to reproduce Peter's saying in the conversation.

FOCUS ON VOCABULARY

- 1 Introduce the types of books to the students. In a first moment, practice the student's pronunciation while saying the words:

Comics: /'kʌm·ɪks/

Horror /'hɔr·ər/

Drama: /'drʌ·mə/

Mystery /'mɪs·tə·ri/

Diaries /'daɪ·ə·rɪs/

Romance: /rou'mæns/

Suggestion: Bring at least one example of each book's genre to the students.

- After working with the genres and making sure students has understood each one, introduce the adjectives:

Interesting – Boring – Difficult – Surprising – Creepy - Fun

PRACTICE THE VOCABULARY

1 After introducing the vocabulary, let the students practice what they have already learned by completing the missing letters:

- a. I don't like *romance* book. It's *boring*.
- b. I like to read *horror* books. They are *creepy*.
- c. I love to read *mystery* books. Because they are *surprising*.
- d. My favorite type of book is *comics*. It's *fun*.
- e. My favorite type of book is *diaries*. It's *interesting*.

2 Ask the students to look at the image and answer the questions:

- a. What does Sheldon like to read? Why?
- b. Do you like to read the same type of book?

After answering letters “A” and “B”, the students are supposed to do a peer work.

Suggestion: Teacher will guide the students to answer the question presented in letter “C” to a classmate. Student 1 will make an affirmative sentence to the student 2. The second student will also use an affirmative sentence, although he/she will have to use a different genre and adjective.

- c. What types of books do you like to read? Tell a classmate about it.

Example:

Student 1: I like to read **drama** books. Because they are **surprising**. And you?

Student 2: I prefer to read **romance** books. Because they are **interesting**.

FOCUS ON GRAMMAR

- 1 Explain to the students that they are going to read a part of Peter and Sarah's conversation.

Suggestion: Tell the students that, when doing a "Wh-question", they have to start with the "What type of" + noun + "do" (present auxiliary) + pronoun + like to + 2nd verb.

- 2 Tell the students to answer the questions according to their likes and dislikes:

Suggestion: Guide the student to answer the question as Peter answers Sarah's question in the chart above. The students are free to give personal answers.

PAIR WORK

- 3 Ask the students to make pairs and ask questions to their classmates using the construction: "What type ofdo you like to?"

Note: The students are supposed to write down their classmate's answers.

- 4 Ask the students to read the chart with some grammar explanation:

Note: In this section of unit, the students will be introduced to the Present Simple Structure.

In this unit, the students are going to use the grammar with the personal pronouns: I – YOU (Singular).

Suggestion: Give student examples to facilitate their understanding:

IMPORTANT: Explain to the students that, while making questions in the Present Simple, with the personal pronouns I / YOU, it's necessary to use the auxiliary DO in the beginning of the question:

DO + YOU / I + VERB + COMPLEMENT?

Suggestion: Choose one student in the class. Ask him/her to tell a verb in Portuguese. Write down the verb in the board. Ask the class "How do we say this verb in English?"

Then, the teacher will ask the student to help him/her to create a question with the verb in the board by using the Present Simple construction.

To close the activity, the students will have to answer the question aloud.

PRACTICE THE GRAMMAR

- 1 Ask the student create questions following the tips and ask them to answer these questions according to themselves.
 - a. **Question:** Do you listen to rock?
 - b. **Question:** Do you play soccer?
 - c. **Question:** Do you watch sitcoms?



TIME TO SPEAK

- 1 Divide the class into two groups: A and B. Ask the groups to make a circle. Then, give each group a box.

Suggestion: Give each group some pieces of paper and ask the students to write down as many words they remember from the unit. The words written from group A, will be placed in group B box (and vice versa).

- Each member of the groups will pick up a word from the boxes. Read it aloud and make a sentence from it.
- The group who creates the biggest number of correct phrases wins.



TIME TO WRITE

- 1 In this activity, the students are supposed to write down some sentences about themselves. Guide them to use the words in bold: **LIKE – WATCH – LISTEN – ROCK – BOOK – ROMANCE – SITCOM – COUNTRY MUSIC – READ**

WHAT ARE COMICS

Suggestion: Explain to the students that they are going to be introduced to a new genre: the comics. Ask the learners to read the chart with the information. Then, explain each characteristic until everyone has understood.

1 In sequence, ask the students to make trios and create their own comics.

Important: The comics created by the students will have as a theme ‘What’s your favorite book?’

TIME TO LISTEN

1 As a pre-activity, ask the students if they know the differences between the American and British English.

a.

Suggestion: Write the words LIFT and ELEVATOR on the board. Give a dictionary to each student and ask them to look at the words’ meaning. Guide them to write down the meanings on their books.

Suggestion: Teacher, ask the students to say in chorus the words’ meanings.

Explain to the students that there are differences between the American and British English.

- Different words can have the same meaning
- A specific word can mean different things for the American and the British people.

b. Tell the students that they are going to listen to a story about the British and American English.

Ask them to answer the questions after listening to it.

Do you understand it?

Do you think American and British people don't accept the differences?

AMERICAN ENGLISH VS BRITISH ENGLISH

A porter in a British hotel comes upon an American tourist impatiently jabbing at the button for the lift.

"Sir, the lift will be here in a moment."

"Lift? Lift?" replies the American. "Oh, you mean the elevator."

"No sir, here we call it a lift."

"Well, as it was invented in the United States, it's called an elevator."

"Yes sir, but as the language was invented here, it's called a lift."

Suggestion: Teacher, can give the students the script and read the story aloud one more time to check their understanding.

TIME TO WATCH



1 Ask the students to look at the image and answer the questions:

- a. What is this video about?
- b. Where are the girls from?

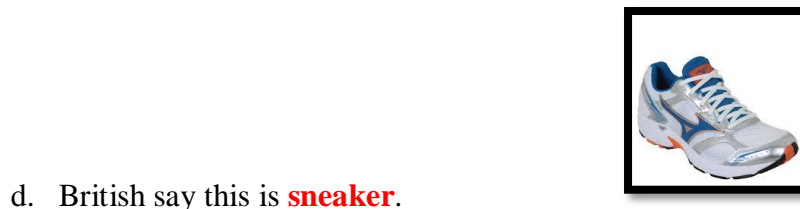
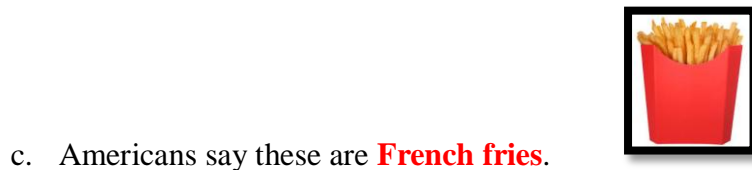
✓ Letter A and B are pre-watching activities.

(Video image)

Suggestion: After answering letters “A” and “B”, play the video twice. In the first time, the students are supposed to pay attention (presentation). In the second time, learners are supposed to understand the video without difficulties.

If necessary, Give the students a sheet with the video script.

2 Ask the students to answer the activity according to the video:



✓ **REMEMBER**

Make sure students understand that in American and British English, the same words can mean different things!

3 It is important to practice the words’ pronunciation. Ask the students to look at the words and reproduce the sound they hear.

Suggestion: If necessary, go to any online dictionary and show the students the how to say the words in American English and British English.

SELF ASSESSMENT

- 1 As a self assessment activity, ask the student to look at the unit as a whole and write down their likes and dislikes.

Suggestion: Since they are in the basic level, ask them to write down isolated words. Then, ask each student to read aloud what he/she has written. If necessary, explain the part they have doubts.

RATIONALE

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire

The act of teaching nowadays is not an act that just involves the memorization of rules and grammar uses in the target language. The definition of the teaching-learning process as a set in which the teacher holds the knowledge and the students were passive is no longer used. Today, the teaching and learning roles can vary according to the student's needs and focus and the learning environment. “Newer methodologies customarily exhibit more concern for learner roles and for variation among learners.” (Richards & Rodgers, 2001, p. 28)

The didactic units presented in this paper were based on the Communicative Approach in which “the competent language user not only commands accurately the grammar and vocabulary of the chosen target language, but also knows how to use that linguistic knowledge appropriately in a range of social situations.” (Hymes, Dell 1972 *appud* Mitchell, Rosamond, 2003, p.34). Thus, doing the correlation between the units to their everyday life, the students can analyze and even criticize their acts.

In both units, the four language skills: listening, speaking, reading and writing are worked with the students. Besides, the activities are interconnected and related to the themes: “**The Man's Best Friend**” and “**What's Your Favorite Book?**”. Whenever was possible, authentic materials were used to expose the students to the natural spoken English. “Authentic passages where the language has not been graded to reflect the learner's level of English afford a listening experience much closer to a real-life one. It is vital that students of a language be given practice in dealing with texts where they understand only part of what is said.” (Field, John, p.244).

Considering the people's actual lifestyle and the relation between human beings and animals, the first unit was developed to upper intermediate students (B2), who study at private English courses, and are aged between 15 to 20 years-old. Named as “**The Man's Best Friend**”, the first unit aims to make students aware of the importance of the animal adoption and the responsibilities of having a pet, in this case, a dog.

In the first unit, the warm-up activity is divided in two parts: the pre-warm up activity, in which the students are introduced to the theme and have to read and think about the quotes they have already read; and the warm-up activity itself in which the students have to make pairs and discuss some questions.

The reading skill in unit one is worked in three steps: pre-reading, while-reading and post-reading activities. The pre-reading questions aim to introduce the subject to the students, to check their previous knowledge and to make them interested about the subject. When doing the while-reading activities, the students have to work with the vocabulary. Besides, the learners are supposed to think about the text while they read it. “The teacher models expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.” (Janzel, Joy, p.288). In the other hand, the post-reading activities were developed to make the students pay attention on what they were reading and make a connection between the text and their reality.

The watching activities presented in the first unit are also divided in pre-watching, while watching and post-watching activities. The pre-watching activities presented in the unit are supposed to be done orally and aim to let the students curious about what they are going to listen and watch since they try to discover what is going to happen.

Regarding the while-watching activities aims, the students were supposed to check their understanding by filling in the blanks and by marking the correct answer for the questions. According to John Field in *The Change of Listening*, “Nonnative learners recognise only part of what they hear [...] and have to make guesses which link these fragmented pieces of text.” In these activities, it’s important to let students take risks and try to understand the role message by the parts they could identify. In the post-watching activities, the students are supposed to check their answers in the pre-watching activities.

In the other hand, the writing activity is, somehow, connected to the reading and watching exercises. While processing writing, the students are supposed to plan, draft, revise and edit their writing. The students were guided to write to a specific public [the society] about a discovery [how to communicate with dogs in an effective way]. By defining the public and the text subject, the students could “better understand how to make a piece of writing more effective and appropriate to the communicative purpose” (Reppen, Randi, p.322).

Besides there is always a ‘talk to a classmate’ activity throughout the unit, the speaking activity demands more creativity from the learners. In this section, they are supposed to develop, in trios, an interview. In the first moment, they have to create a script and then present their job to the classroom. When working on their scripts, the students shall be aware of how the language is used in this specific context.

The grammar (present perfect continuous tense) is worked with the student in an inductive and deductive way, which means that the learners have to read, analyze and try to discover how the new structure is used in the example (inductive way).

Then, the teacher explains the rules and how to use the new structure (deductive way). Therefore, the negative and interrogative form of the present perfect continuous is worked with the students in a brief way. Then, the students do the activities using the new structure.

The genre worked with the students was the advertisement. And, as in other activities, the genre was also related to the unit’s theme. So, after reading the definition and its characteristics, the learners did activities to infer what they have just studied and even had to create their own adoption advertisement online.

In the end of the first unit, there is a self assessment activity. In this activity, the students are supposed to write down and tell how their progress was during the unit. This exercise “means more than students grading their own works; it means involving them in the processes of determining what is good work in any given situation.” (Bound, David, 2005, p.12)

The second unit, named as “**What’s your favorite book?**” was developed to elementary students (A1), who also study at private English courses and are aged from 12 to 13 years-old. Besides the students’ lack of reading, the unit has as its aim to whet the learners’ desire of reading.

In unit two, the warm-up activity is simple considering the student’s proficiency in the target language. This section is divided in two activities. In the first exercise, the learners have to look at the books’ covers and circle the ones they already know and talk a little about them. In the second activity, the learners have to mark the option or options considering themselves.

The presentation section contains three activities. In the first one, the students are prepared to listen to a real conversation. Besides listening, the learners can follow the dialogue by reading the script on their books. In the second one, the students have to mark the correct column according to the previous listening. And in the third one, the

learners have to practice their accent reproducing the conversation between the characters.

The focus on vocabulary section contains six types of book genre and six adjectives. As soon as possible as the students understand each ones, it is necessary to practice each word pronunciation.

In sequence, there is the vocabulary practice section. In this part, the students have some time to practice the new glossary.

Besides practicing and learning some vocabulary related to the theme, the learners are also introduced to a new grammar structure. In unit two, the grammar is given to the student in a deductive way: the teacher introduces the grammar uses and gives examples.

The speaking skill is, in a certain way, worked with the students within the vocabulary and grammar parts. However, the learners really practice their speaking abilities in a game. While playing the game, the students are expected to “understand how the words are segmented into various sounds and how sentences are stressed in particular ways.” (Shumin, Kang, p.207).

The writing skill is also worked in a simple manner. After playing the game, the students are supposed to create sentences in the affirmative form using the words in bold. After talking about the types of books, the adjectives and the grammar structures, the students are supposed to be able to distinguish a type of book genre from another. Thus, “by providing students with the language to talk about texts, they can understand how to make a piece of writing more effective and appropriate to the communicative purpose.” (Reppen, Randi, p.322).

In unit two, the listening skill is divided into two parts: the pre-listening, and the listening by itself. In the pre-listening part, the learners are prepared to the listen a story. Before listening, they are questioned about two words: ‘lift’ and ‘elevator’.

After listening, the students are asked about the British and American differences and if they accept them.

The time to watch section contains a pre-watching activity, a while-watching activity and a post-watching activity. This section is based on a video about the British and American differences.

The pre-watching questions can be done orally. Before doing the while-watching activity, the video will be presented once. Next, the students are allowed to do the while-watching activity. This exercise is designed to encourage the learners to watch

and rewatch until the activity is done. “The teacher has a much less interventionist role.” (Field, John, p. 247).

As the pre-watching activity, the post-watching exercise has to be done orally. In this part of the unit, the teacher has to help the students to practice the words pronunciation. If necessary, use an online dictionary resource.

The genre introduced to the students is comic. The issue is presented in a simple manner and with verbal and nonverbal language. To fix the subject, the learners have to create their own comics by following the characteristics presented on the explanation.

In the self assessment section, the student is free to talk about their own development and the pros and cons of the unit.

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