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Curso de Especialização em Inglês – CEI

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English For Life

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## English For Life

Trabalho de Conclusão de Curso apresentado  
junto a UFMG – FALE – CEI, como um dos  
requisitos para a obtenção do título de  
especialista.

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English For Life

Sofia Mendes Nogueira

## Unit 2: “How healthy are you?”

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## **Introduction**

It is vastly known and discussed the importance of English teaching in our country, as well as in any other country in which native language is not English. It is also known that Brazil has had relevant achievements when it comes to English teaching, especially in private language institutions. On the other hand, English language teaching in regular schools (either private or public ones) do not usually receive the right credit for their work. Thinking about that and about how to help regular schools in their approach of English teaching, this work was developed aiming to be useful and accessible for this branch of education. The proposal of it is focused upon the reality of Brazilian students, their culture aspects, their real life situations and the challenges they face every day.

This Unit was prepared to be used in regular schools with young learners, at the ages of thirteen or so, more precisely at the sixth or seventh grades, when the level of the Second Language is considered as Beginner. It was taken into consideration the average number of students in classrooms nowadays, which can vary from thirty or more per class. For being so, the main goal of this Unit is to bring the English language closer to reality, either through using authentic materials, or by using relevant topics for both the teacher and the student. Thinking about that, the activities were elaborated based on the Communicative Approach, where students are interactively working, and where communication takes place when the learner can really develop a role of relevance in the process. There is a vast and heterogeneous range of activities provided where the four skills will be worked fruitfully. There are different sections destined to Reading, Writing, Speaking and Listening, all of them being authentic and appropriated for students' level of understanding. It is also presented here, the use of genre (comic strip and song) and through them, the learners are asked, among other aspects, to use their critical thought about the activity given.

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Wish you enjoy what you are about to read!

Sofia Mendes Nogueira

## **Rationale**

The English language teaching in regular schools in Brazil has had a lot of improvement over the past years. Still, there are some important points that could be better worked and developed among teachers. This work has the intention to clarify and provide more modern aspects of English teaching, as well as the use of a different approach, focused on Communicative Approach and real life situation contexts, so that students' background and their reality scenario are taken into consideration.

There are twelve topics of activities in which students are supposed to learn a Second Language in various and interesting ways. Altogether, the activities of this Unit work with the four competences when learning a second language, which are Reading, Writing, Speaking and Listening. All the four skills are somehow linked, and are related to the title of the Unit "How healthy are you?". Students are also asked to work cooperatively with the other classmates, either by working through pairs or trios, or by comparing his/her answers with other colleagues. Because the Unit's target is to present communicative activities, it is expected that the learner uses the linguistic repertoire he has learnt, in order to communicate specific meanings for specific purposes. Still, the proposal is also to take account of the social meaning and the functional meaning of different language forms. Learners are helped to use "language as an instrument for social interaction", such as in role-playing activities. (Littlewood, W.1981. Communicative Language Teaching, Cambridge University Press)

The first activity is called "Getting Started", where the teacher is supposed to start an open conversation with students about the theme they are about to study and get students more acquainted with the topic. In this section, it can be considered that the teacher uses controlled practice over students' work. This activity is to be a warm-up for the following ones.

The section called "Before you Read" is destined to see how well students can infer from information given previously from the text itself. It is asked from the students some previous information about their real life habits and their classmates'. In addition to that, the goal is also to have students working together with pairs or trios and discuss the topic.

In the "After Reading" section, learners are expected to show how much they understood and could infer from the reading they had done. Moreover, the students are asked personal

questions which are closed-ended ones, where the teacher can have a clearer idea of students' understanding of the question.

The following section is "Vocabulary", where students can use the words given on the left column (extracted from the text read previously) and find the best meaning on the right column. The definitions were extracted from Longman Dictionary of Contemporary English, and there is supposed to elicit students' knowledge of the words by having seen them on the text and also, by knowing them from their background knowledge. The suggestion was that it should be done in pairs or trios, especially because it evolves peer-correction and cooperative learning.

As for the teaching of Grammar, the section called "Grammar Focus" has the goal to achieve a better linking between grammar and communication, so it is not the intention here to have a set of meaningless, decontextualized, static structures. Due to that fact, learners are expected to infer the rule or generalization from a set of examples, which does not mean that the teacher does not provide an explicit rule to be examined and observed by the students. Furthermore it is important because it allows teachers to access what students already know and turn it into something meaningful. What is proposed is that students look at the examples given and infer the rule for them. Students may have an open discussion with the teacher about doubts or second opinions. According to Ellis (1995), this kind of task enables students to identify meanings realized by a specific grammatical feature, and more, according to Sharwood Smith, 1993, "interpretation tasks are designed to facilitate noticing".

After having been exposed and figured out the grammar inductively, students are now asked to produce in the section "Practice makes perfect". As the name itself suggests, students will be able to recognize that their work can promote an effective negotiation of meaning and awareness of the target structure. (Nassaji & Fotos, 2007; Robinson 2001). It is stated, by Samuda & Bygate, 2008; R. Ellis, 1995, 2003; De Keyser, 1998; Robinson 1996) that "structures which have few rules governing their use are better for focused task performance than structures with a great many rules".

Still focusing on the use of language with specific purposes, the section "About you" brings out the opportunity for the students to write about themselves, still using the Grammar studied before. There are three open questions about their routines and habits, where students should use the structure given previously to help constructing their answers. This is an individual



task but the intention is that the teacher is observing and helping the classroom while the process of writing.

Because of a lack of time, or even because there is not enough attention to Phonetics, the section “Sounding Right” brings the chance to start provoking students to have the habit of consulting the sound of the words in a better way. It can be done not only through the use of dictionaries, but with the use of the link given or more links. The importance of knowing the pronunciation of some words should be elicited and emphasized as frequently as possible. In this section, there is the opportunity for the teacher to show in a practical way, how to find where to stress intonation and how to pay attention to the human body while speaking another language. On the other hand, it is not expected that the teacher go too deep when explaining such physiological movements. Otherwise, students may get confused or demotivated.

In order to achieve and work one of the most important skills in acquiring a new language, the section “Listening Time” uses an authentic video from YouTube to help students get used to this useful competence. The teacher should reinforce the importance of a good listening practice and how to become a better listener, either by explaining his/her own experience with the ability or by asking students to tell theirs. Students are supposed to listen and choose the options that best answer the command, in this case, the sentences that were not mentioned in the audio.

Besides having already worked with a Listening activity, it is always a good idea to have a moment for both student and teacher to relax while learning. That is the main idea of “Feeding Fun”, which, in this Unit was presented as a song. Since the target public is teenagers and/or young learners, the choice of the band and the lyrics can look pretty appealing for them. Due to that, students can feel more motivated while they do an activity since the song is familiar for, at least, most of them. The song lyrics were provided with purposed gaps, in where students should write the word chosen from the options in the box that precedes it. Furthermore, there are open questions to be answered individually by the students. The questions are more of personal inferences of what was presented in the song, fostering students to write about their critical point of view, and also, students become active users of the information in the song given to develop independent perspectives. According to McLaughlin & DeVoogd, 2004, “Critical literacy is a dynamic process that examines power relationships, acknowledges that all texts are biased, and encourages readers to explore alternative perspectives and take actions. It expands our thinking

and enlightens our perceptions as we read both the word and the world from a critical stance”. Based on this statement and because of its validity and reliability, this exercise was aimed on this perspective of creating critical learners through words.

“Speak up!” section brings the rich opportunity for students to work in pairs and play the role of a real situation of interviewing. One student should be the interview and the other will be the interviewer. They will, then, plan their conversation based on the fact that the interviewer is a famous character. The intention is that, for being a public person, the other student can have the chance to elaborate the questions which will be asked. The purpose of this oral activity is to encourage students to use the correct form of Simple Present use (“Do you...?” + others) and the correct use of frequency adverbs within this construction. The teacher also plays an important role, but now he/she is the observer and has the responsibility to check how well the activity has been understood and if learners are being coherent to the objective given. There is a message inside the balloon where tips were provided to facilitate and, in a way, to help student to be guided while preparing himself/herself. Even though this is a speaking exercise, it is acceptable to have some students writing a draft or something to help they perform the role-play, and help they feel more confident during the presentation. If there is enough time, the teacher should promote an exhibition of those who feel comfortable to perform in front of the class. This way, the teacher has the chance to work students’ independence in the learning process.

Last but not least, the final exercise of this Unit allows students to write about a topic suggested and that can be arranged with the school staff to be true. First, students are invited by the school institution to write about their personal interests and hobbies, as a simple research. It is asked that students write about what they like to do and when, making the correct use of the Grammar topic presented in this Unit and in Unit 1, as well. Students should do this exercise individually, but they may have the freedom to ask their colleagues what they think is relevant to write and if the classmates agree with what they had written. This way, students may have the chance to work cooperatively and to exchange ideas and concepts, by having peer’s opinion and help. The teacher is supposed to walk around the class and guarantee if the activity is being done successfully. This is an opportunity for teachers to get to know better his/her students and daily habits, as well as their improvement in the field of writing skills and competences. Therefore, the teacher has another important role which is the chance to be more closed to students’ reality and help them with their doubts and/or misuse of any term.

Due to the fact that students' self-sense of improvement must be taken into consideration, there is a section called "Self-assessment" where students can realize how much they have obtained in terms of results. Students may do this at home ,if there is no time left, but the intention is also to start a brief discussion about what has been relevant , what goals have been reached and if students share similar results or comments. The teacher may not have access to this information, having students' self-opinions reserved, but it would be a great idea if both student and teacher could talk a little about the answers.

It is understood that the Unit does not finish when the lessons provided on the book are over. On the contrary, it is expected that students continue the learning process on their own, at home or even at school. There is a section called "Going Further" ,where students are given extra websites to visit and explore, based on the topic seen during Unit 1, and this is also a tool to show students the importance of a linear and non-stop ritual of studying ,especially when it comes to acquiring a second language.

At the end of the Unit, there is a test booklet, which contains seven exercises that contemplate Written exercises, listening comprehension and reading abilities. All the exercises were based on the exercise done in class during Unit 1 and it is an assessment test to check students' understanding of the topics worked in class.

## References

Littlewood, W. *Communicative Language Teaching*. Cambridge: University Press, 1981.

Neves, M.S. *The Communicative Teaching of English as a Foreign Language*. Belo Horizonte, UFMG.1983 *Teses* 1993.

Paltridge, B. *Genre and the Language learning classroom*. Michigan: University of Michigan Press, 2000

## UNIT 2: HOW HEALTHY ARE YOU?

### Getting Started...

1. Look at the pictures below and choose the right alternative according to the frequency that you do them. Compare your habits with your classmates.

1.1)



Available at: [nbiaa-asinb.org](http://nbiaa-asinb.org)  
Accessed on September 8<sup>th</sup>, 2013

- a. I always swim.
- b. I never swim.
- c. I sometimes swim.

1.2)



Available at: <http://englishisfun-sidnei.blogspot.com>  
Accessed on September 8<sup>th</sup>, 2013

- a. I never play soccer.
- b. I sometimes play soccer on weekends.
- c. I hardly ever play soccer, it's not my favorite sport.

1.3)



Available at: <http://.nutritioulicious.com>

Accessed on September 8<sup>th</sup>, 2013.

- a. I always eat salad for lunch.
- b. My mother hardly ever prepares salad, our family doesn't like it a lot.
- c. My mother usually cooks delicious salads for our family, especially for dinner.

2. Read the sentences below and tick (✓) the ones which are true for you:

- a. I always practice exercises, at least, once a week. ( )
- b. I never eat healthy food, I prefer to eat sandwiches, pasta and French fries. ( )
- c. I hardly ever go on a diet, but I eat well and I love being healthy! ( )
- d. Sometimes, I eat fruits and vegetables, but every weekend I go to restaurants and order some beer and appetizers before my dinner on Fridays. ( )
- e. Eating well is my main concern. I learned how to eat healthily and now I appreciate my meals with moderation. ( )

**Reflecting:**

**Attention!**

If you ticked options B and D, maybe you need to rethink your eating habits.

If you ticked options A, C or E, you have high chances of having a healthy lifestyle!

Congratulations!

**Before You Read...**

1. Do you know the importance of having a good health and a good and balanced health style? In pairs or trios, discuss the following questions:
  - a. How many times a year do you get a cold or the flu?
  - b. How often do you consume Vitamins, especially vitamin C?
  - c. Do you go to the doctor's at least, once a year?
  - d. How is your health nowadays?

Now that you started this conversation, read the following text carefully.



Available at [http://howmanyarethere.net/wp-content/uploads/2012/09/It\\_cold\\_flu\\_myths-1.jpg](http://howmanyarethere.net/wp-content/uploads/2012/09/It_cold_flu_myths-1.jpg)

Assessed on August 31<sup>st</sup>, 2013

## **14 Ways to Avoid Colds or Flu**

Are you avoiding your **co-worker** with that hacking cough, cold, or flu in the cubicle next to you? Do you draw your hand back from every doorknob? Have cold-and-flu phobia? Get a grip before the gripe gets you. We've consulted **dozens** of medical experts to bring you 14 ways to avoid colds and flu this season.

### **Every time you shake someone's hand, wash yours**

But don't stop there. Wash them as much as possible, says Mark Mengel, MD, chair of community and family medicine at Saint Louis University School of Medicine. Running lots of water over your hands will dilute any germs and send them down the drain.

### **Keep your hands off**

Touching your nose and your eyes may hurt you, Mengel says. Those are the most common places for germs **to get in**.

### **Go to bed**

As if getting enough sleep on a normal basis isn't hard enough, you need more Zzz when



you're feeling under the weather. When you're tired, your body isn't fighting as hard, so Mengel suggests getting 8 to 10 hours a night.

### **Get your shot**

Last years flu-shot shortages are, well, last years shortages, says Jeff Robertson, MD, and chief medical officer for health insurer Regence. Finding flu **shots** should be easier this year, but you should get one early.

### **Build up with healthy food**

You may think it's hard to eat healthy on a regular basis, but eating **plenty** of fresh fruits and vegetables supports your immune system, Robertson says. And that's a lot easier than fighting off the flu.

### **Work out**

Get those sweats on and exercise, says Ann G. Kulze, MD, CEO and founder of Dr. Ann and Just Wellness. Working out regularly enhances immune function, she explains.

### **Stay away**

Keep your distance from people displaying symptoms like sneezing and coughing. While that strategy may seem obvious, it applies to more than just strangers and colleagues. Stay away from sick friends and family when possible, Robertson says.

Available at <http://www.health.com/health/condition-article/0,,20250939,00.html>

Accessed on September 8<sup>th</sup>, 2013

**After Reading...**

1) Choose the correct option:

What is the main idea of this text?

- a. It helps to prevent one from getting social contact.
- b. It teaches, in a very practical way, how to prevent specific illnesses.
- c. It helps to boost a person's lifestyle diet.

2) Where do you think this text can be found?

- a. At an online fashion blog.
- b. At a doctor's office wall.
- c. At an advertisement magazine.

3) According to the text above, answer the following questions :

A) What habits should you include in your daily life to avoid colds or flu from others?

---

---

B) What are the most common places to germs be found in your body? Do you know why?

---

---

## Vocabulary

1) In pairs or trios, associate the words in **bold** on the text, on the left column to their synonyms on the right column.

1. - Plenty	Water down ( )
2. - Co-worker	Colleague ( )
3. - To get in	An uncertain number, lots , many ( )
4. - Dozens	Vaccinations ( )
5. - Shots	A lot of /many ( )
6. - Dilute	To enter ( )

Available at Longman Dictionary of Contemporary English

Accessed on September 8<sup>th</sup>, 2013.

## Grammar Focus

### Use of Adverbs of Frequency

When we talk about actions that tell a routine or daily habits, we use the Simple Present, as we studied in Unit 1, previously.

In order to show more clearly and more precisely the frequency and the times that action happens, we use the Adverbs of Frequency.

As you could see in some of our activities in this Unit, the most common Adverbs of Frequency are :

**ALWAYS-USUALLY-OFTEN-SOMETIMES-HARDLY EVER-NEVER**

When we talk about routines, these adverbs come between the subject and the verb, look:

I **always** **go** to my English classes on foot.



subject adverb verb

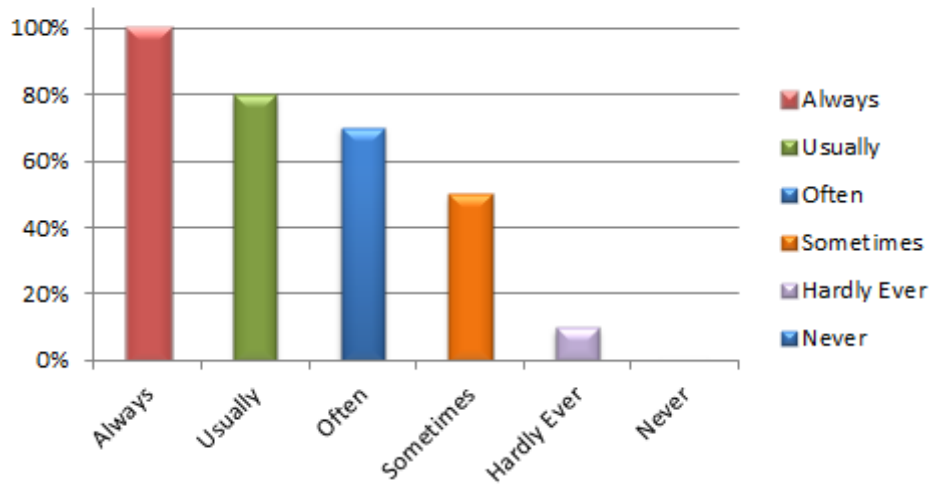
Look at more examples:

Sally sometimes plays the drums on her brother's band.

Cars often pollute a lot our cities.

You never drink alcohol drinks.

Take a look at the percentages below and compare them to the frequency they happen:



1. Reorder the words to make sentences. Use all of the words given:

A) on-Tuesdays-Brian-in a band- sings-usually

---

---

B) Monica-very -tired-always-looks

---

---

C) at-Ravi-the-rollerblading-goes-never-park

---

---

D) sometimes-goes swimming- on – Katie- Saturdays

---

---

2. In the sentences given, include the adverb of frequency on its correct place.

A) We go to school by bike.( never)

---

---

B) My mom arrives after 10 p.m. every night. ( rarely)

---

---

C) Teachers at my school use technology in their classes. ( often)

---

---

---

**About You...**

1. Answer the following questions about your life and routines. Use complete answers.

A) How often (how frequently) do you watch movies with English subtitles?

---

B) How often do you go a walking outdoors?

---

C) How often do you check your email account?

---

**Sounding Right...**

Pay attention to the following words:



Do you know how to pronounce them?

The sound of ‘’TH’’ at the end of a word is very peculiar.

According to Oxford Advanced Learner’s Dictionary, the sound of HEALTH is:

/h e l<sup>θ</sup> /

Whereas, according to the same dictionary, the sound of HEATHY is represented as:

/'h e l<sup>θ</sup> i /

Can you notice the difference in sound? The tongue comes between the teeth. Try it with your teacher’s support.

Visit the following website and check out some words and their pronunciation.

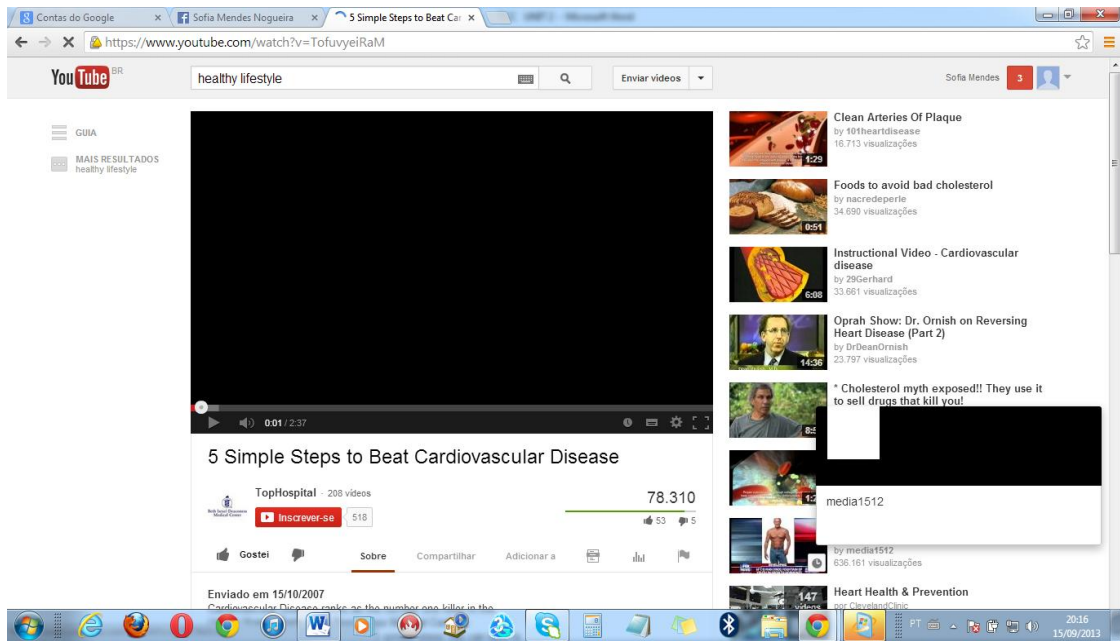
[http://cambridgeenglishonline.com/Phonetics\\_Focus/](http://cambridgeenglishonline.com/Phonetics_Focus/)



- 1) Watch the following video, listen carefully to it and then, tick (✓) the sentences which are mentioned on the video.

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





- A) According to researches, 79 million of American people have cardiovascular disease but don't know about it. ( )
- B) There are easy and practical changes to help fight against this disease, which is, in many cases, a silent disease. ( )
- C) People should avoid consuming nuts and walnuts, since these can increase chances of a high blood pressure. ( )
- D) It is recommended that one should practice about 210 minutes of exercise a week, divided by days, to help get a good and healthy lifestyle. ( )
- E) If you are overweight, try to lose at least 10 percent of weight to have lower chances of having a heart disease. ( )

☺ Exchange your answers with a classmate and see if you have the same answers. ☺

## Feeding Fun: SONG!

- 1) In pairs or trios, discuss the following questions:
  - 1.1) Do you like music?
  - 1.2) How often do you listen to music every day?
  - 1.3) Do you know the band Red Hot Chili Peppers? What song(s) do you know from them?
  
- 2) Listen to the song below and read the lyrics. While you listen to it, complete the missing spaces with the options given in the box:

<http://www.vagalume.com.br/red-hot-chili-peppers/under-the-bridge.html>

### ♪ Under the Bridge ♪

Red Hot Chili Peppers

downtown-partner-way-her-nobody-never-city

Sometimes I feel like I don't have a \_\_\_\_\_

Sometimes I feel like my only friend

Is the city I live in, the city of angels

Lonely as I am, together we cry

I drive on \_\_\_\_\_ streets 'cause she's my companion  
I walk through her hills 'cause she knows who I am  
She sees my good deeds and she kisses me windy  
I \_\_\_\_\_ worry, now that is a lie.

Well, I don't ever wanna feel like I did that day  
Take me to the place I love, take me all the \_\_\_\_\_  
I don't ever wanna feel like I did that day  
Take me to the place I love, take me all the way, yeah, yeah, yeah

It's hard to believe that there's \_\_\_\_\_ out there  
It's hard to believe that I'm all alone  
At least I have her love, the \_\_\_\_\_ she loves me  
Lonely as I am, together we cry

Well, I don't ever wanna feel like I did that day  
Take me to the place I love, take me all the way  
Well, I don't ever wanna feel like I did that day  
Take me to the place I love, take me all the way, yeah, yeah, yeah  
oh no, no, no, yeah, yeah  
love me, I say, yeah yeah

(under the bridge \_\_\_\_\_)  
(is where I drew some blood)  
is where I drew some blood

(under the bridge downtown)  
(I could not get enough)  
I could not get enough

(under the bridge downtown)  
(forgot about my love)  
forgot about my love

(under the bridge downtown)  
(I gave my life away)  
I gave my life away yeah, yeah yeah

(away)  
no, no, no, yeah, yeah

(away)  
no, no, no say, yeah, yeah

(away)  
But I'll stay

Link: <http://www.vagalume.com.br/red-hot-chili-peppers/under-the-bridge.html#ixzz2h46CvIk9>

3) According to the song above, answer the following questions:

How often does the author feel lonely?

---

---

4) The author compares the city where he lives to another city. What expression does he use to describe this city?

---

---

5) Without changing its meaning, write another adverb of frequency to replace ‘never’ in the sentence:

‘I never worry , now that is a lie.’

---

---

6) In your opinion, is it interesting to learn English through songs? Why ? (Why not?)

---

---

---

---



1. In pairs, you and a classmate will role play an interview. You can write down your questions/answers to help you speak in the box below ‘My notes’.

One of you will be the interviewer and the other one, the interviewed.

Choose one famous person, especially related to sports to be answering this interview.

You should include these topics on your questions:

- ⊗ How often this person practices exercise;
- ⊗ What his/her eating habits are like ;
- ⊗ If he/she drinks a lot of water every day;
- ⊗ How many hours a day he/she sleeps;
- ⊗ If he/she has a hobby or does something to relax;
- ⊗ If he/she sees a doctor frequently

**Tip:**

**Interviewed: imagine you are having this interview on an open TV channel. Use adequate language, but you don't need to be very formal.**

**On the other hand, the interviewer must be formal when asking.**

My notes:


## Writing Section



Available at: [www.bc.edu](http://www.bc.edu)

Accessed on September 8<sup>th</sup>, 2013

Your school is doing a research to get to know a little more about its students' lifestyle. You are going to write about your lifestyle and how your life is. You need to show your school what your eating habits are, the sports you practice, what you like to do, and don't forget to mention the FREQUENCY of the things you do. After this research is done, your school will choose, according to all the information collected, the group with the higher number of higher frequency of healthy habits to spend one day at a water park! Read the tips given in a website and use them to help you with your writing.

### *Step by Step Research & Writing*

#### **Why the Step by Step Approach?**

**Step 1 - Getting Started** - preparing for the assignment and getting ready to choose a topic

**Step 2 - Discovering and Choosing a Topic** - reading to become informed

**Step 3 - Looking for and Forming a Focus** - exploring your topic

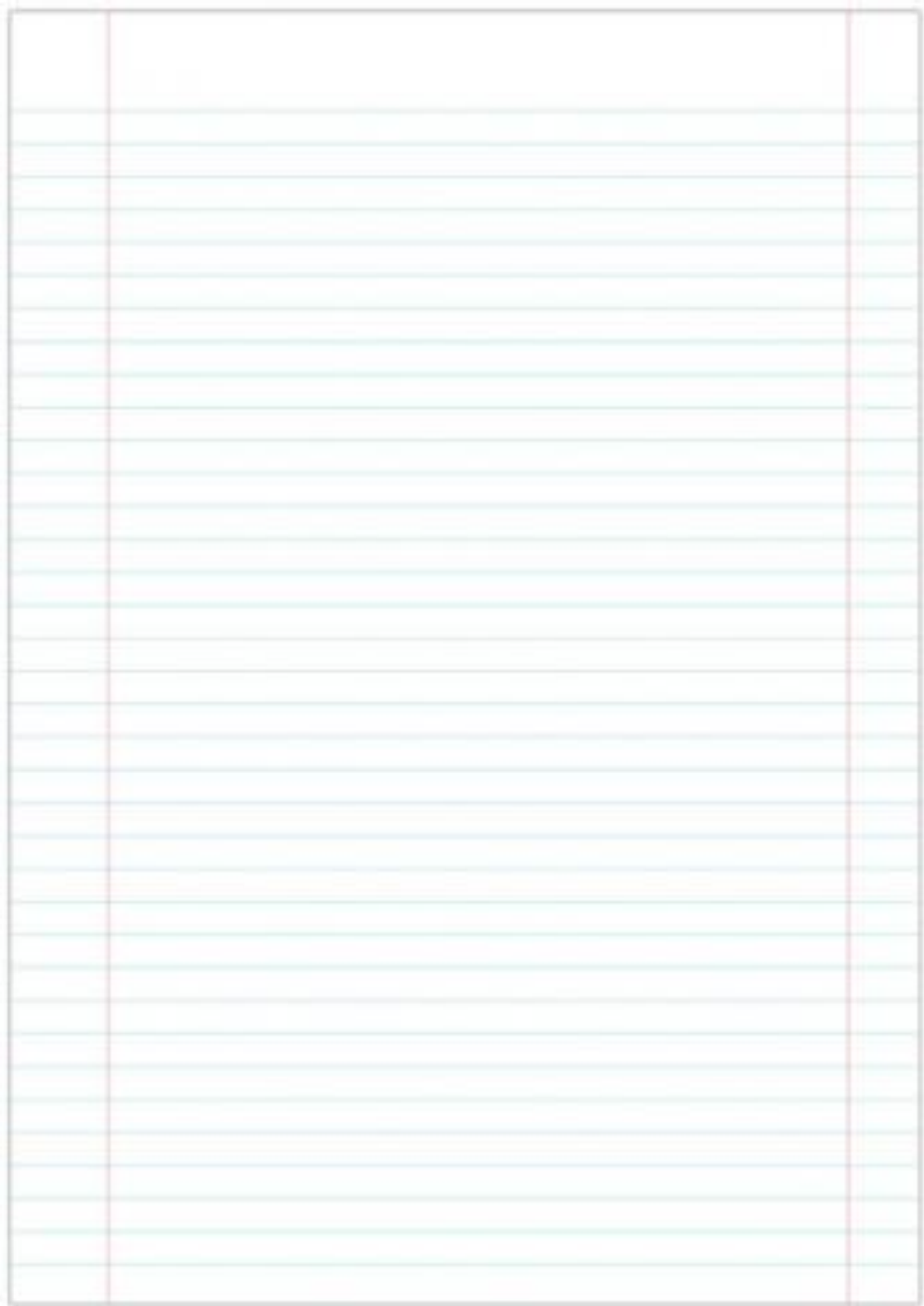
**Step 4 - Gathering Information** - which clarifies and supports your focus

**Step 5 - Preparing to Write** - analyzing and organizing your information and forming a thesis statement

**Step 6 - Writing the Paper** - writing, revising and finalizing

Available at <http://www.ipl.org/div/aplus/toc.htm>

Accessed on January 4<sup>th</sup> 2014



Available at: [www.tilibra.com.br](http://www.tilibra.com.br)

Accessed on October, 13<sup>th</sup>, 2013



## Self-Assessment

1) Answer the following questions about the Unit you studied :

A) How well do you think you understand Adverbs of Frequency now?

( ) Very well. 😊

( ) A little. 😐

( ) Not enough. ☹️

2) In your opinion, the most interesting activity in this Unit was... \_\_\_\_\_

3) In this Unit, check the items you learned...

How to express frequency of actions, when necessary. ( )

The percentages correspondent to each frequency. ( )

How to interview someone, using Simple Present and adverbs of frequency. ( )

How similar words can have different sounds. ( )

How to write about my lifestyle and habits in a formal way. ( )

How to avoid colds or flu. ( )

## Going Further...

If you want to see more about how to improve your lifestyle or your health, you may like to visit these websites:

<http://www.improveyourhealth.com.au/>

<http://www.webmd.com/fitness-exercise/healthy-eating-changing-your-eating-habits>

<http://www.wikihow.com/Prevent-Heart-Disease>

Try changing habits little by little...Go for it successfully!



Available at: <http://forksoverknives.com>

Accessed on September 16th, 2013

## Unit 2: Test Booklet

NAME: \_\_\_\_\_

DATE: \_\_/\_\_/\_\_. CLASS: \_\_\_\_. TEACHER'S NAME: \_\_\_\_\_.

TOTAL: 10 POINTS      SCORE: \_\_\_\_\_.

### Instructions:

Dear students, this booklet consists on 10 exercises, and \_\_\_ number of pages, please check if yours is adequate;

Read each question/instruction at least two times;

- ⓐ Do not use corrective ink;
- ⓐ Do not leave any answer blank;
- ⓐ It is not allowed to use dictionaries during the test ;
- ⓐ Do not use short answers;



Available at :<http://www.flickr.com>

Accessed on October 13<sup>th</sup>, 2013.

1. The following text is not completed. Some of its words are in the box below it. Read the text first and complete the gaps with the most appropriated choice for each gap.

1,0

### What Is Considered a Healthy Active Lifestyle?

A healthy active lifestyle is considered to be a lifestyle that includes a healthy diet and a regular \_\_\_\_\_ plan. It generally also includes an absence of unhealthy habits, such as \_\_\_\_\_. A healthy active lifestyle is a lifestyle that many people of all ages strive for, and with a little effort, it is entirely possible to achieve through some simple life changes.

One way to get a healthy active lifestyle is to start with a healthy diet. Try \_\_\_\_\_ some of the unhealthiest foods from the diet, or making some substitutions. For instance, if you have a \_\_\_\_\_ or two every day, that could be replaced with water. A regular snack of chips or cookies might be replaced with whole-grain fruit or nuts. Many people also choose to take a daily multivitamin to make up for any deficiencies in their diet.

Overall, it is best to eat a diet made up of a lot of fruit, \_\_\_\_\_, whole grains, and lean protein such as chicken or fish. It is \_\_\_\_\_ to lead an active lifestyle without eating a healthy diet, because it will be difficult to get enough energy to exercise. Get creative while cooking, and try to make new \_\_\_\_\_ with healthy ingredients; it is always possible to find new favorite foods. Again, be sure to drink enough water every day, and to try to quit unhealthy habits such as smoking or excessive drinking.

The second part of a healthy active lifestyle is exercise. A regular exercise routine, such as working out at a \_\_\_\_\_, going for a daily walk or jog, or doing some regular weight lifting is an essential part of a healthy active lifestyle. There are other ways to \_\_\_\_\_ exercise into everyday life; for instance, take the stairs instead of the \_\_\_\_\_, park further away from the door when driving somewhere, and take a break from work to go for a walk.

People of all \_\_\_\_\_ can incorporate regular exercise into their lives to develop a healthy active lifestyle. Many people who lead active lifestyles also enjoy outdoor activities such as hiking, kayaking, or skiing, which can be great ways to have fun, make new friends, and get in better physical shape. Leading a healthy lifestyle is a \_\_\_\_\_ way to lose weight and maintain that weight loss over time, rather than a fad diet where the weight may come back just as quickly as it came off.

**smoking-soda-gym-incorporate-difficult-exercise-vegetables-eliminating-recipes-great-ages-elevator**

2. According to the text read, what are the best ways to lead a healthy lifestyle?

0,5

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3. The following words are mixed up and they do not form a sentence with meaning. Rearrange them in order to make proper sentences. Remember to use ALL the words.

2,5

A) newspaper- Anthony-in-always-the-reads-morning-the



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B) movies-to-Rose-with-goes-her-often-the-boyfriend



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C) vegetables-teenagers-ever-nowadays-hardly-eat

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D) three-a-I-read-month-usually-books

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References in the order they appear:

<http://vector-magz.com> , <http://iamtoshi.wordpress.com> , <http://www.vectorsources.org> ,  
<http://catracalivre.com.br>

4. Put the adverb in the brackets in its correct place in the sentence given :



A) We are late for the movies. (rarely)

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B) We are on time to catch the school bus. (usually)

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C) The price depends on which zones you visit. (always)

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D) The trip takes two hours. (normally)

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E) You have to be careful not to miss the train. (often)

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5. You are going to listen to an advertisement about healthy eating. Read the sentences below and tick (✓) the information that are true according to what you heard.

1,0

<http://www.youtube.com/watch?v=R2kqJwXX8hE>

Audio = “Eat and Run: how often should we eat ?”

- A) According to the doctor, the ideal frequency for eating is having two to three meals a day. ( )
- B) Stress hormone levels and better blood pressure can be moderate if people increase food frequency during the day. ( )
- C) The doctor states that “the more you wait between meals, the less food you tend to eat during the day.”( )
- D) According to the doctor, the biggest meals should be the breakfast and the post-training meals. ( )
- E) Having a meal every three hours or so is the best way to improve your health conditions. ( )

6. Read Garfield's comic strips, compare them and answer the questions below them.

2,0

1.1)



1.2)



Available at: <http://www.websnark.com>

Accessed on October19,2013

A. The two comic strips show the same situation and context. The first one is funny and obvious. It is known that Garfield is a lazy and somewhat deluded cat. But, the second strip is visually different. Can you infer Garfield's answer in strip 1.2, even without the balloons? Support your answer.

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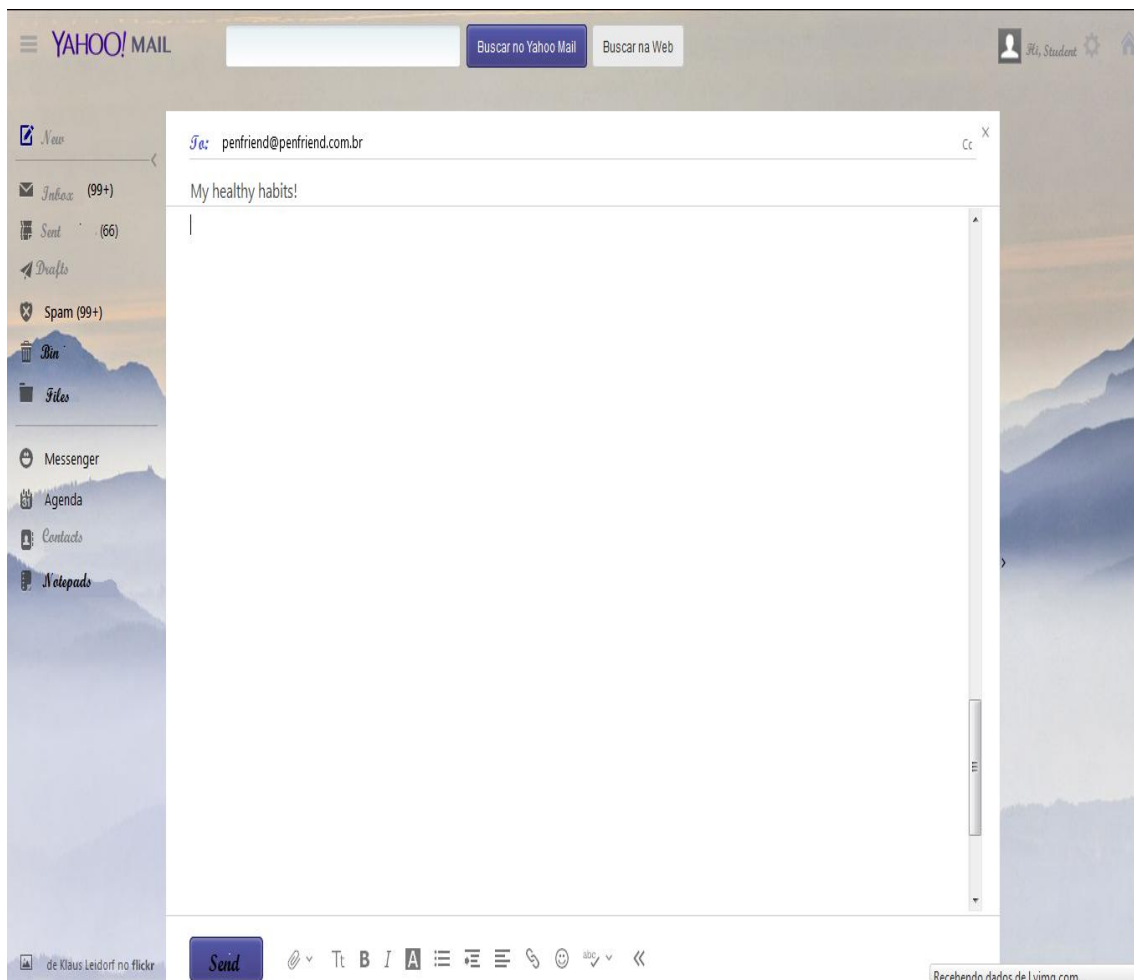


B. Jon (Garfield's owner) makes a question to the cat. Using an adverb of frequency, elaborate another question with the same meaning of the original one :

\_\_\_\_\_?  
\_\_\_\_\_?

7. Based on what you practiced during the classes, write an e-mail to a pen friend, telling him/her about your daily eating habits. Write about the sports you like and the hobbies you have. Write about people's habits in your country and ask about his/her country diet habits, as well.

2,0



## Unit 2: “How healthy are you?”

### Teacher’s Guide

Level: Beginners (adolescents and/or young learners).

Schedule: two classes a week, sixty minutes each class.

#### ➤ **Getting Started**

The main goal of this exercise is having the teacher eliciting students’ attention to the topic. The teacher should start it like a brainstorm. The teacher should ask one student to read the question aloud. After that, students check their own answers and compare them with a classmate. Answers will vary because they are personal. This is a good time to start interacting with the other classmates about the topic, and also, finding out who has healthy habits.

#### ➤ **Before you read**

The teacher is supposed to read the first question aloud. Then, he/she starts an open conversation by asking if they know what the difference between a cold and the flu is. Have students sit in pairs or trios, and make sure they are making the questions correctly. Having done that, students can start reading the text aloud, one student reading one line. The teacher is responsible for naming the following student to continue the next line. The reading process can take 15 minutes, or less. The teacher must clarify any doubts about vocabulary or expressions, as well as verb tenses presented in the text.

#### ➤ **After reading**

For questions 1 and 2, the teacher should read them aloud and ask the whole group in unison, to try to find the best alternative. Make sure all the students understand the questions.

Question 1: Correct alternative is letter B .

Question 2: Correct alternative is letter B.

Answer key for question 3:

Letter A:

In order to avoid cold or flu from others, you should wash your hands as many times as possible, have a good night sleep, have your regular vaccination done, have a healthy eating habit, work out and keep a safe distance from sick people.

Letter B:

The most common places to germs be found are the hands. Second question is personal, but answers can vary according to the fact that people are always shaking hands with others, and taking the hands into their mouths and noses.

As for question 3, ask your students to answer them individually. Walk around the class to clarify doubts and correct misspellings. The teacher may ask two students to read their answers for the group.

☺ If there is extra time, the teacher can have a talk about the topics mentioned and have students to expose their ideas and thoughts. ☺

### ➤ **Vocabulary**

The teacher will instruct the students to work in pairs or trios. They will complete the box. Make sure students are working in a collaborative way and show interest by them observing closely.

Answer key:

Water down (6)

Colleague (2)

An uncertain number, lots, many (4)

Vaccinations (5)

A lot of /many ( 1 )

To enter ( 3 )

➤ **Grammar Focus**

In this section of the book, it is expected that the teacher read the information about Adverbs of Frequency and explain briefly about it. It is not supposed to be an expository class, with definitions written on the board, or other attempts. On the contrary, the main goal is to have students formulating their own conclusions and ideas. The teacher should, then, check students' understanding by asking them if they can truly use Frequency adverbs to make sentences. If the answers are positive, the teacher moves on to the next step. If they are negative answers or if there are hesitations, the teacher can try to explain the topic in a different way, either by drawing on the board, or explaining "the adverb line" or by making students visualizing the use of those adverbs better.

➤ **Practice makes perfect**

Now, it is time for students to show how well they understood the topic. Teacher, read the command aloud and ask your students to start doing the exercise. Walk around the class to check their work. Clarify any doubts. Finally, have students to read their sentences to the class and certify the other students agree with the answers. It may be necessary to correct misspellings on the board, since it is a written exercise.

At the end of the process, the teacher should go to the board and write the correct answers for this exercise.

- A) Brian usually sings in a band on Tuesdays.
- B) Monica always looks very tired.
- C) Ravi never goes rollerblading at the park.
- D) Katie sometimes goes swimming on Saturdays.

In order to certificate how well students could understand from word order, the next activity is a chance for students to include the adverb of frequency given in its correct place in the sentences provided.

Answer key for number 2:

- A) We never go to school by bike.
- B) My mom rarely arrives after 10 p.m. every night.
- C) Teachers at my school often use technology in their classes.

➤ **About you**

This is a special moment for the teacher to get to know his/her students better. The teacher should read the questions aloud, one by one, and give time for students to answer them. Walk around the class and see their work. This is also a great chance to talk in English with your students and check if they are using correctly the topic presented previously. It is important to have time to check the answers orally, by having a certain number of students participating actively. Try to make students feel comfortable while speaking, encourage them by showing interest .

☺ By the end of this class, the teacher is supposed to ask students to bring a dictionary for the following class. Tell your students they can share with a friend if not everybody has one for himself. ☺

As previously asked by the teacher, students should look up the words from this exercise on their dictionaries. This can be done in pairs, too.

➤ **Sounding right**

The intention in this exercise is to have students encouraged to speak the words according to some phonetic instructions and with the teacher's help, as well. The teacher should read the instructions aloud and have students to pronounce the words in unison.

If the school has proper conditions and if there is extra time to do so, the teacher may use the link indicated and practice more different words with the students. The teacher should promote an environment for students to know more about phonetics and its use, since this issue is rarely discussed and explained.

➤ **Listening time!**

In this exercise, the teacher reads the instructions and students follow carefully. The teacher then, plays the audio once without pauses. Some students may not have problems and tick the answers at once. In order to access all the group and not only a certain number of them, the teacher should play it twice, and after the second time, check the answers aloud with the students.

Answer key:

Students should tick letters A, C and E.

➤ **Feeding fun : SONG !**

☺ Teacher, make sure you have prepared the song previously and recorded/downloaded it. Bring it to class. If it is possible to play the videoclip, make sure it is already loaded, so you will not have problems waiting for it and wasting precious time in class. ☺

The main focus in this exercise is to have students relaxing and enjoying as they practice their English. The teacher will firstly ask the students some points for discussion. Those are questions from number 1.1,1.2 and 1.3.Those answers may vary because they are related to individual tastes.

There are some open ended questions for students which can be considered Pre-listening exercise, since it demands students' effort to write and expose their ideas.

Then, the teacher explains that they will listen to "Under the Bridge", by Red Hot Chili Peppers, and they will complete the missing spaces with the words given in the box. If there is an Internet connection, it is a good idea to show your students the video clip of the song. Have the students work individually. After playing twice and having clarified the answers and possible doubts, concerning either to vocabulary or to spellings, the teacher should invite students to sing along with the class.

After singing and completing the gaps, the teacher must go to the board and write the answers. These are the words in the order they appeared in the song:

Answer key for number 2:

1. partner
2. her
3. never
4. way
5. nobody
6. city
7. downtown

Answer key for number 3:

Sometimes. As in the first sentence: " Sometimes, I feel like I don't have a partner..."

Answer key for number 4:

"The city of angels, lonely as I am..."

Answer key for number 5:

Answers may vary. Possible answers can include:

“I hardly ever worry, now that is a lie.”

OR

“I rarely worry, now that is a lie.”

Answer key for number 6:

This is a personal question, so answers may vary according to the students’ opinions regarded to the use of songs in learning English and their interests.

➤ **Speak up!**

As the name itself suggests, in this part of the book, the students are expected to speak, and this process is done here by having students role-playing the situation given.

As the teacher reads the instructions, he/she must certify that everyone understood the purpose of the exercise. Walk around the class while the students are working. Check pronunciation and use of adverbs.

After accomplishing the result, ask some students to volunteer in front of the class and role-play their interview. (If most of your students are too shy, do not force any demonstration, respect each student’s behavior, especially if they are teenagers.)

➤ **Writing section**

It is time to motivate your students to write! Most students do not feel confident enough when it comes to writing. That’s why teachers should pay close attention to this skill.



As a brainstorming, ask your student how much they know about formal/informal writing. Elicit some relevant (but brief) differences about both of them.

Try to motivate your students by telling a little about your personal habits. If the teacher has the chance to present his/her personal interests, chances are that his/her students will also feel encourage to write. Read what is expected from them to write about. Explain the importance of knowing how to write, especially for those who like to post information online or even for those who like to read them.

Ask your students if they think they will write formally or informally. Show interest in explaining how to start this writing process. This exercise can also be used for the teacher to evaluate his/her students´ profile and also get to know them better. Another idea is asking permission to expose their writing at the school information board, or at the library, or at any other convenient place where other students will have the chance to read.

Walk around the class and help students with possible doubts. Promote the use of dictionaries, peer-work and self-evaluation processes. If you run out of time, this activity can be assigned as homework .Make sure you will have time to correct the productions properly.

➤ **Self-assessment**

It is important that the students have a concrete idea of their improvements. For being so, it is suggested that they themselves answer the self-assessment questions at home, or at the end of the class. This is to be done individually, and it is not necessary to be discussed, since it is a way to check their own consciousness of self-improvement. If the class environment permits, there could be a great time to discuss their improvements and desires for a near future regarding the English languages and the classes.

➤ **Going further**

As for extra practice, the teacher should incentive her/his students to go beyond the book.

By providing more links to be visited, the teacher is motivating his/her students to go over what is given in class and explore a wider world through the search of more and new points of view for the same topic. Foster your students to be critical thinkers. That is part of the educational purpose it has been suggested throughout the exercises provided in this Unit, as well as in Unit 1.

## Unit 2: Test Booklet Answers

### Exercise 1 - Answers:

1. exercise
2. smoking
3. eliminating
4. soda
5. vegetables
6. difficult
7. recipes
8. gym
9. incorporate
10. elevator
11. ages
12. great



Available at <http://www.canstockphoto.com/images-photos/vegetables.html>

Assessed on February 10<sup>th</sup> 2014

➤ **Exercise 2 - Answers:**

A healthy active lifestyle is considered to be a lifestyle that includes a healthy diet and a regular exercise plan.

➤ **Exercise 3 - Answers:**

A ) Anthony always reads the newspaper in the morning.

B ) Rose often goes to the movies with her boyfriend.

C ) Nowadays, teenagers hardly ever eat vegetables. **OR:**

Teenagers nowadays hardly ever eat vegetables.

D ) I usually read three books a month.

➤ **Exercise 4 - Answers:**

A) We are rarely late for the movies.

B) We are usually on time to get the school bus.

C) The price always depends on which zones you visit.

D) The trip normally takes two hours.

E) You often have to be careful not to miss the train.

➤ **Exercise 5 - Answers:**

A) ✓

B) ✓

C)

D) ✓

E) ✓



➤ **Exercise 6 - Answers:**

Answers may vary according to students' understanding of inference.

Answers may vary, but they should be connected somehow to the following model: "Do you think you always get enough exercise?"

Other possible answers:

"Do you think you sometimes get enough exercise?"

"Do you think you usually get enough exercise?"

➤ **Exercise 7 - Answer:**

Since it is a written and personal activity, answers may vary. Teacher : considerate the correct use of Simple Present, adverbs of frequency ,misspelling, use of sequence of facts, use of correct adjectives and nouns.