

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês - CEI

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UNIDADE DIDÁTICA PARA O ENSINO DE INGLÊS

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

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INTRODUCTION

“Language is the road map of a culture. It tells you where its people come from and where they are going.” - Rita Mae Brown

This paper aims at interfering, positively, on learner’s acquisition process of English as a foreign language in order to use it for living, working and pleasure. Being fluent in a foreign language gives you a strong possibility of learning more information (and with greater accuracy), the chance to interact with lots of people and to understand different cultures, customs and traditions.

This material has two themed- units, which were developed for learners of different levels, from beginners to intermediates ones. It may be used at English Language Institutes and regular schools. Students’ age may vary from 12 to 15 years old on Unit 1 and from 18 to 50 years old on Unit 2.

The theme “Animation Movies” on Unit 1 is suitable for adolescents besides being largely accepted by them. The activities have the intent to motivate learners about learning a second language in a natural context, utilizing authentic material that they are able to relate to.

The Unit 2, “Places to visit” was designed because I myself, as well as many other people, love travelling, getting to know people and new cultures. Besides that, traveling is one of the reasons that students claim they want to learn English, since going anywhere out the country implies the necessity of speaking a different language. This topic is highly expected to be a success among learners from 18 to 50 years old.

x

The units were developed in the perspective of communicative approach that aims the interaction between students and teachers and language communication for any kind of life situation. Both units work with the four abilities, reading, writing, listening speaking. The assessments follow the same theme from the units.

This paper contains a CD with the recordings of the listening activities and the videos used in each Unit. This CD also contains a digital version of the final paper plus the recordings and weblinks to all the videos used. This final paper was produced as demand for the course conclusion. It has only educational purposes; therefore, no part of this publication can be reproduced without the author’s permission whatsoever.

Simone C. Fernandes

Unit 1 AND THE OSCAR GOES TO...

Section 1

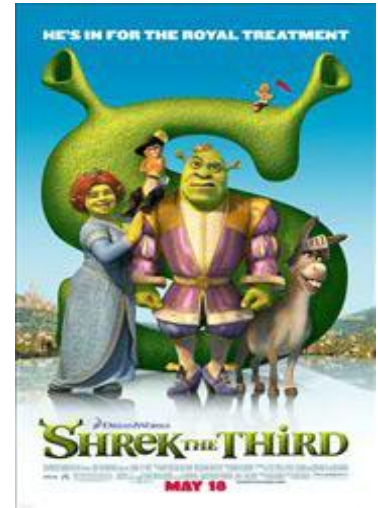
A)



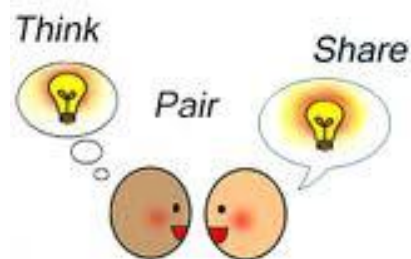
B)



C)



Think, Pair, Share!



1) Look at the images and discuss with a partner the questions below:

- What kind of movies are these?
- What is your favorite movie? What do you like about it?
- How often do you go to the movies? When was the last time you went to the movies? With whom?

Getting ready to read!

2) With a partner, match the words from the chart with their meanings.

| | |
|---------------------|---|
| 1. Comedy | () also called “English landscape park” or simply the “English garden”. |
| 2. Underdog | () somebody who does not know the true situation. |
| 3. Overdrive | () a person or group in a competition, usually in sports, who is popularly expected to lose. |
| 4. Ogre | () a negotiation ; manage or do a treat. |
| 5. Tricked | () a mechanism that allows an automobile to have a high speed. |
| 6. Bargain | () protected, secure. |
| 7. Deal | () a discourse or work generally intended to be humorous or amusing by inducing laughter. |
| 8. Shielded | () an agreement between parties. |
| 9. Landscape | () a giant or monster in legends and fairy tales. |

Source: thefreedictionary.com

3) Read the pieces of text from movie abstracts below and match them with the images from the exercise 1:

Reading: Animation Movies

1) **Movie** _____

[...]is a high-velocity 3D comedy about an underdog snail who kicks into overdrive when he miraculously attains the power of super-speed. [...]

Adapted from <http://www.dreamworksanimation.com/movies/turbo/story>

2) **Movie:** _____

[...]This ogre has lost his roar. In order to recapture his past as a real ogre, he is tricked into striking a bargain with Rumpelstiltskin, trading a day from his life as part of the deal.

Adapted from <http://www.dreamworksanimation.com/movies/shrek/story>

3) **Movie:** _____

[...]is a prehistoric comedy adventure that follows the world’s first family as they embark on a journey of a lifetime when the cave that has always shielded them from danger is destroyed. Traveling across a spectacular landscape, they discover an incredible new world.

Available at <http://www.dreamworksanimation.com/movies/croods/story>

Let's read and Understand it!

About DreamWorks Animation

DreamWorks Animation creates high-quality entertainment, including CG **animated** feature films, television specials and series and live entertainment properties, meant for audiences around the world. The Company has world-class creative talent, a strong and **experienced** management team and **advanced** filmmaking technology and techniques. DreamWorks Animation has been named one of the "100 **Best** Companies to Work For" by FORTUNE® Magazine for four consecutive years. In 2012, DreamWorks Animation ranks #14 on the list. All of DreamWorks Animation's feature films are produced in 3D. The Company has theatrically released a total of 25 **animated** feature films, including the franchise properties of *Shrek*, *Madagascar*, *Kung Fu Panda*, *How to Train Your Dragon* and *Puss in Boots*. The Company's theatrical releases for 2013 are *The Croods* on March 22, and *Turbo* on July 17.

Available at <http://www.dreamworksanimation.com/company>

4) Answer the questions:

A) What are the characteristics of DreamWorks Animation company?

B) Why has DreamWorks Animation been named one of the 100 best companies to work for?

C) The underlined words in the text are:

() verbs () adjectives () nouns

Make it work!

“DreamWorks Animation creates **high-quality** entertainment, including CG **animated** feature films[...]

“The Company has world-class **creative** talent, a **strong** and **experienced** management team and **advanced** filmmaking technology and techniques.”

Look at the sentences in the chart extracted from the text in the Reading section and answer the following questions:

1) The function of the words in bold is:

- () to establish notion of time.
- () to describe, qualify or classify something or someone.
- () to intensify or give emphasis to something or someone.

2) Complete the gaps:

An **ADJECTIVE\MODIFIER** is a word that _____, _____ or _____ people, places, things, and experiences.

Sometimes we use _____ adjectives in front of a noun: “**a strong and experienced** management.”

Some adjectives finish with _____, they are subclass of adjectives, called **PARTICIPIAL ADJECTIVES**.

A few adjectives are used only _____ a noun: “**high-quality** entertainment”.

Adapted from: <http://learnenglish.britishcouncil.org/en/english-grammar/adjectives/order-adjectives>

3) Use some adjectives from the box (and others) to make a short advertisement according to the characteristics of each movie.

animated – best – creative — nice — funny — new – fast – furious –
angry- friendly- comedy – interesting -

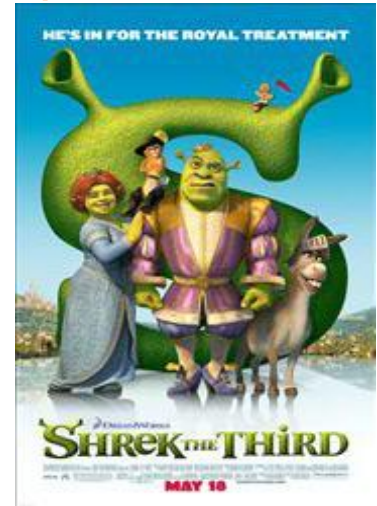
A)



B)



C)



Example:

“Turbo is a new movie about a funny and fast snail. Watch today this furious adventure!”

Section 2

It' time to listen!

Use your imagination and try to describe the people from the next picture:

Getting to Know CHARACTERS



<http://www.youtube.com/watch?v=mnH8tognTIA>

Watch the video below and answer the following questions :

1.1) Who is the character **GUY**?

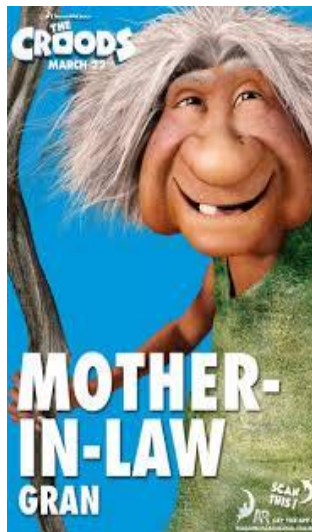
- a. A girl
- b. A boy
- c. A monkey
- d. Another creature.

1.2) Who is the character **BELT**?

- a. a waistband.
- b. Croods' pet.
- c. a baby.
- d. GUY's friend.

... More Characters

In pairs, discuss about the characters' personality. In which profile would you fit ?



2) Watch the video below on and answer the following questions:

(<http://www.youtube.com/watch?v=vpOmgDCO6PY>)



THE CROODS - Official Clip - "Fire"

2.1 Why does the character **THUNK CROOD** think fire is a sun?

- a. Because he has never seen the fire.
- b. Because fire is hot.
- c. Because he got burnt with fire
- d. Because he wants to touch fire.

2.2 What does the character **GRUG CROOD** want the character **GUY** for?

- a. Sun
- b. Soap
- c. Food
- d. Fire

2.3 Why does **GRUG CROOD** say “stay back” to **UGA CROOD**?

- a. To keep her away from him;
- b. To keep her away from everybody;
- c. To avoid an accident;
- d. Not to let her touch fire.

Section 3

Conversation: Going to the cinema!

1) Work with a partner to do this role- play:

STUDENT A

Your job is to convince your friend to go to the cinema with you and watch the movie “The Croods”.

- It is your favorite kind of movie;
- It is an adventure animated movie about a very nice and funny family;
- It is a movie that has been made by DreamWorks Animation;

Don't forget to:

- Express your preferences;
- Talk about the characteristics of the movie;
- Use the knowledge about the company DreamWorks animation.

Adjectives:

**best - animated - adventure - funny - creative -
high-quality - named - experienced**

Example:



*“I want to go...”
“Would you like to go...?”
“It is a very funny movie...
“Do you like animated
movies?”*

STUDENT B

Your job is to disagree with your friend about going to the cinema to watch the movie "The Croods".

- You don't like animation movies;
- You prefer comedy and action movies;
- You read a synopsis of the movie and do not think the movie is interesting.

Don't forget to:

- Express your dislikes;
- Talk about your favorite kinds of movies
- Talk about the synopsis of the movie.

Adjectives:

bad - animated - adventure - comedy - action - interesting

Example:



"I don't like..."
I prefer comedy..."
"This movie is not interesting..."

Unit 1 – And the Oscar goes to... Total score: 15 pts

Student: _____ Date: _____

Teacher: _____ Level: _____ Grade _____

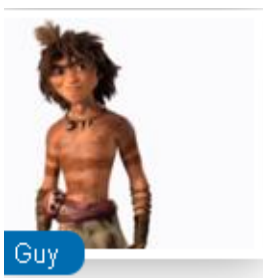
1) Watch a video about the characters from the movie “The Croods”.

<http://www.youtube.com/watch?v=M3BY1bQkj3g>

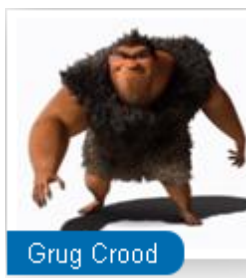


Match the character to his/her speech:

A)



B)



C)



D)



() “Just Think a whole family pack together on a long slow trip across country. We’ll tell stories, We’ll laugh [ha ha ha ha] We’ll become closer as a family!”

() “Isn’t it fun? We’re taking our first trip together!”

() “I’m not dying on an empty stomach.[...] It’s taking to long!”

() “Don’t do that! That’s not food! He’s a pet, my pet!”

2) Read the advertisement of Shrek and list all the adjectives found on it.

NOW ON DVD & VIDEO! OWN IT TODAY

DREAMWORKS SHREK 2

#1 OF ALL

ENTER THE SITE

CLICK HERE FOR DVD INFO

BUY IT NOW

THE THIRD

THE ADVENTURE CONTINUES... WATCH THE TRAILER

IN THEATERS MAY 18, 2007 VISIT SHREKTHETHIRD.COM

THIS SITE IS BEST EXPERIENCED AT 800X600 OR HIGHER WITH A BROADBAND INTERNET CONNECTION 5X OR HIGHER BROWSER & FLASH 6 PLUG-IN REQUIRED

Available at: <http://shrek2-themovie.com/>

3) Read a passage from Shrek's movie and complete the blanks with the adjectives from the box below:

dreadful - enchantment - highest - fearful - terrible
tallest - fire-breathing - true - brave - lovely

[a fairytale book appears]

Shrek: [...]Once upon a time, there was a _____ princess. But she had an _____ upon her of a _____ sort, which could only be broken by love's first kiss. She was locked away in a castle guarded by a _____ dragon. Many _____ knights had attempted to free her from this _____ prison, but none prevailed. She waited in the dragon's keep, in the _____ room of the _____ tower, for her love, and _____ love's first kiss.

[tears out a page from the book and shuts it]

Shrek: [laughs] Like THAT's ever gonna happen! What a load of...

[flushes toilet and comes out]

Available at http://www.imdb.com/title/tt0126029/trivia?tab=qt&ref_=tt_trv_qu

a) What is the purpose of this passage?

- To describe a princess. To argue about a situation.
 To narrate events. To persuade people to watch the movie.

b) Mark True (T) or False (F):

- There was a terrible princess living in a castle.
 The princess was locked away in a house guarded by a donkey.
 Some brave knights had attempted to free her from the prison.
 The prince waited in the dragon's keep, in the tower, for the princess.
 The princess waited in the tower, for her first love kiss.

c) List some characteristics of Shrek's movies.

4) Your friend has invited you to go to the Cinema and said it was up to you select the movie. Write to him/her a short text message saying what movie you'd like to watch and why.



Teacher's Guide

Unit 1 - And the Oscar goes to...

Level: Begginers (Teens)

Main Goal: Improve students' knowledge and use of adjectives

Section 1- Reading

Think, Pair, Share! ⌚ **5 minutes**

Start this section by exploring the pictures and talking about the theme “The Oscar”. This will be a warmer to the following reading activities.

- ✓ Have the students working in pairs. Call the students' attention to the pictures. Ask them to discuss and answer the questions to each other. Interact with your students' answers or help them to put their ideas out if necessary.

Getting ready to read! ⌚ **5 minutes**

Tell students the following vocabulary will help them to understand the reading part.

- ✓ Ask Students to connect the vocabulary displayed in the chart with the pictures from the previous activity. Elicit the answers from volunteers.

| | |
|---------------------|---|
| 1.Comedy | (9) also called “English landscape park” or simply the “English garden”. |
| 2. Underdog | (5)somebody who does not know the true situation. |
| 3.Overdrive | (2) person or group in a competition, usually in sports, who is popularly expected to lose. |
| 4. Ogre | (7) a negotiation ; manage or do a treat. |
| 5. Tricked | (3) a mechanism that allows an automobile to have a high speed. |
| 6. Bargain | (8) Protected, secure. |
| 7. Deal | (1) a discourse or work generally intended to be humorous or to amuse by inducing laughter . |
| 8. Shielded | (6) an agreement between parties |
| 9. Landscape | (4) giant or monster in legends and fairy tales. |

Reading: Animation Movies 🕒 15 minutes

Let students know this reading and matching exercise is very simple because the students are already familiar with the vocabulary. Take the opportunity to ask them to pay attention and underline the adjectives from each text (1,2,3).

- ✓ Draw a chart with three columns. Write the name of the movies and ask one student at a time to go to the board and write the adjectives related to it. Make the correction with the class.

| 1 Turbo | 2 Shrek | 3 Croods |
|--------------|---------|-------------|
| comedy | real | prehistoric |
| underdog | tricked | adventure |
| overdrive | | shielded |
| super- speed | | incredible |



TIP: Justify the answers in this exercise when you correct them with the class: Adjectives always modify nouns and pronouns, primarily by describing a particular quality of the word they are modifying.

Let's read and Understand it! 🕒 15 minutes

This is reading comprehension activity, students answer questions related to the text. Elicit from volunteers the parts in the text they used to support their answers.

Answers:

a. *The DreamWorks Animation Company creates high-quality entertainment, has world-class creative talent, a strong and experienced management team and advanced filmmaking technology and techniques.*

b. *Because the company is meant for audiences around the world*

*Students can also cite other characteristics of the company to justify their answers.

c. (x) adjectives;

Make it work! ⌚ 20 minutes

Students are supposed to figure out the form, meaning and use of adjectives by themselves.

- ✓ Tell students to read the statements; After setting time for this activity, let the students compare their answers before checking; Ask volunteers to read their answers; Write all answers on the board and ask the class to help on correction.

Answers:

1. (x) to describe, qualify or classify something or someone.

2. describes, qualifies or classifies;

two;

-ed;

in front of.

- ✓ On question 3, the students may need your help to create advertisement sentences. Show a short model on board and visit each one to correct their sentences format. Afterwards, ask all the students to go for a short presentation. Show mistakes on the board and ask the class to help on correction.

Section 2- Listening

It's time to Listen!

Listening 1 ⌚ 8 minutes

Start this section by telling the students they are going to watch a short presentation of the Characters from the movie “The Croods”.

- ✓ As a warm up talk about the picture linking it to people’s personality and physical description. Play the video 1, if necessary play it again.

Answers:

1.1) b. A boy.

1.2) a. a waistband.

Listening 2 ⌚ 7 minutes

- ✓ Before playing the video 2, warm-up the students by talking to them about characteristics of a prehistoric family.

Answers:

2.1) a. Because he has never seen the fire.

2.2) d. fire.

2.3) d. To don't let her touch fire.

Section 3 – Speaking

Conversation: Going to the cinema! 🕒 30 minutes

In this section students will perform a role-play about “*Going to the cinema*” working on their oral skills using the adjectives and vocabulary previously studied.

- ✓ Start the activity reading information in the cards with students and check understanding of the task. In order to make them feel more confident, model the activity with Student A and Student B (more advanced students). Set some time to students to create a dialogue based on the examples, monitor them without breaking interaction. Have all the pairs presenting. It's important to keep board record of mistakes, but draw their attention to correct mainly pronunciation and intonation.

Section 4 - Writing

Writing as a job! 🕒 30 minutes

The purpose of this section is to have students working their writing skills in a real context.

- ✓ Give students some tips about the topic and if possible bring to class a real publication containing suggestions for entertainment from any newspaper

Unit 1 Test answer key

1)

(B) “Just Think a whole family pack together on a long slow trip across country. We’ll tell stories, We’ll laugh [ha ha ha ha] We’ll become closer as a family!”

(C) “Isn’t it fun? We’re taking our first trip together!”

(D) “I’m not dying on an empty stomach.[...] It’s taking to long!”

(A) “Don’t do that! That’s not food! He’s a pet, my pet!”

2) **third, best, experienced, higher, broadband.**

3)

[a fairytale book appears]

Shrek: [...]Once upon a time, there was a **lovely** princess. But she had an **enchantment** upon her of a **fearful** sort, which could only be broken by love's first kiss. She was locked away in a castle guarded by a **terrible fire-breathing** dragon. Many **brave** knights had attempted to free her from this **dreadful** prison, but none prevailed. She waited in the dragon's keep, in the **highest** room of the **tallest** tower, for her love, and **true** love's first kiss.

[tears out a page from the book and shuts it]

Shrek: [laughs] Like THAT's ever gonna happen! What a load of...

[flushes toilet and comes out]

Available at http://www.imdb.com/title/tt0126029/trivia?tab=qt&ref_=tt_trv_qu

a) (x) To narrate events.

b) (F), (F), (T), (F), (T)

c) personal answer.

4) personal answer.

Unit 2 PLACES TO VISIT

Section 1

Warming up!

Wherever you go, you'll meet new people, share stories and gain a greater understanding of a world and its history.

1) Work with a partner. Look at the pictures below and answer:



- Do you enjoy traveling? What kind of places you like the most?
- How often do you travel? List some places you visited.
- Have you ever searched for information and recommendation on websites? If so, was the information useful?

Preparing to read!



2) Before you read the next text, check the correct sentences:

- Manhattan belongs to NYC.
- NYC is a small town.
- New York City is located in U.S.A.
- Hurricane is a violent storm.
- Canal street is located in NYC.

Read it!



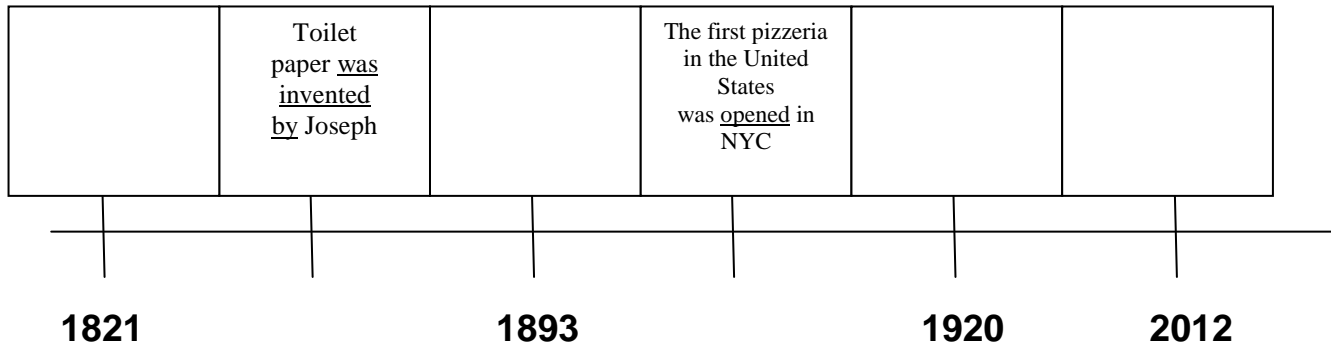
10 Things you didn't know about New York City

1. Pinball **was** banned in the city until 1978. The NYPD even **held** "Prohibition-style" busts.
2. The first pizzeria in the United States was opened in NYC in 1895.
3. In 1857, toilet paper **was** invented by Joseph C. Gayetty in NYC.
4. Up until World War II, everyone in the entire city who **was** moving apartments **had** to move on May 1.
5. According to New York City's Office of Emergency Management, the last hurricane to pass directly over the city **was** in 1821. The storm surge **was** so high that the city **was** flooded up to Canal Street.
6. Hog Island, a one-mile-long island south of Rockaway Beach, **was** never seen again after the hurricane of 1893.
7. Albert Einstein's eyeballs are stored in a safe deposit box in the city.
8. On Nov. 28, 2012, not a single murder, shooting, stabbing, or other incident of violent crime in NYC **was** reported for an entire day. The first time in basically ever.
9. In 1920, a horse-drawn carriage filled with explosives **was** detonated on Wall Street killing 30 people. No one **was** ever **caught**, and it is considered to be one of the first acts of domestic terrorism.
10. Sixty percent of cigarettes **sold** in NYC are illegally smuggled from other states.

Adapted from:

<http://www.buzzfeed.com/mjs538/60-facts-that-will-make-nyc-feel-like-a-whole-new-place>

3) Work with a partner. Complete the time line according to the information from the text:



4) Answer the questions:

a) Where was this piece of information taken from?

() a history book. () a website. () an antique newspaper.

b) Did you find the information useful? Why or why not?

c) Was NYC a dangerous city to live in the last centuries? Why or why not?

d) Which piece of information did you find more interesting? Explain why.

e) Have you ever visited NYC? Did you like? Why? If you have not, would you like to go? Why?

Discover it!

1) In the text “10 things you didn’t know about New York City ” there are some words in bold and underlined. What do those words refer to?

- a) Actions that are currently in progress.
- b) Predictions about the future.
- c) Completed situations.
- d) Situations that no longer exist.

2) Complete the blanks:

a) The Regular Past verbs are formed either by adding –d, -ed, or –ied

invent _____ report _____
detonate _____ consider _____

b) Among the Irregular Past verbs are the following:

be _____ hold _____
have _____ catch _____ sell _____

3) The words in bold or underlined are in the Simple Past Tense. Mark (R) for the sentences with regular verbs and (I) for the sentences with irregular verbs.

- a) () Pinball was **banned** in the city until 1978.
- b) () The first pizzeria in the United States was **opened** in NYC in 1895.
- c) () Up until World War II, everyone in the entire city who was moving apartments **had** to move on May 1.
- d) () The storm surge was so high that the city was **flooded** up to Canal Street.
- e) () Albert Einstein’s eyeballs are **stored** in a safe deposit box in the city.
- f) () No one **was** ever **caught**.
- g) () Sixty percent of cigarettes **sold** in NYC are illegally **smuggled** from other states.

Section 2

Watching out!

Watch the video about Puerto Rico's political issue.

"Politically, Puerto Rico is a territory appurtenant and belonging to the United States, but not a part of the United States." Adapted from Wikipedia, the free encyclopedia.

<https://www.youtube.com/watch?v=PFIY7hFUEQA>

1) Work in a group. Discuss what information you have gotten from the video.

a) What is the big issue President Obama revive when visiting Puerto Rico?

() The violence against tourists is growing each year on the island.

() the residents of the island will become U.S. citizens.

() Puerto Rico should become the 51th state of USA.

b) What type of information did you find in the video:

() Advertisement

() Tourist information

() News

2) Now watch the video again and complete the sentences taken from it.



"Puerto Rico is an _____ wedged between the Atlantic Ocean and the _____ closer to is to the US mainland it's about _____ the size of Rhode island and has almost _____..."

_____ are US citizens , but they can't _____ in US _____ and they don't pay _____ on poor legal base Inc..."

3) Answer the following questions, according to the video.

a) Do Porto Ricans want their country to become a state of USA? Justify your answer.

b) Cite two factors that make Puerto Rico different from other states of USA.

c) According to the video, what does **Statehood** mean?

d) Do you think Puerto Ricans should vote for status quo, statehood or independence? Support your answer.

Section 3

Conversation: Advice!

Work with a partner. Imagine your friend has asked you some advice about a city you have been already. Talk to her/him about places you went and what you liked to do there. Exchange the roles.

Example:

“When I went to Paris I liked to visit the Louvre museum...”

“I remember when I visited NYC, I took the subway and I went to many places...”

“Last year I traveled to Puerto Rico and I missed the flight and I had to wait for many hours...”

Section 4

On the internet!

Work in a group. Do some research on a historical event that happened in your country in the last fifty years. Make a mural at www.glogster.com to write the information and post some pictures. At the end, share it with your classmates.

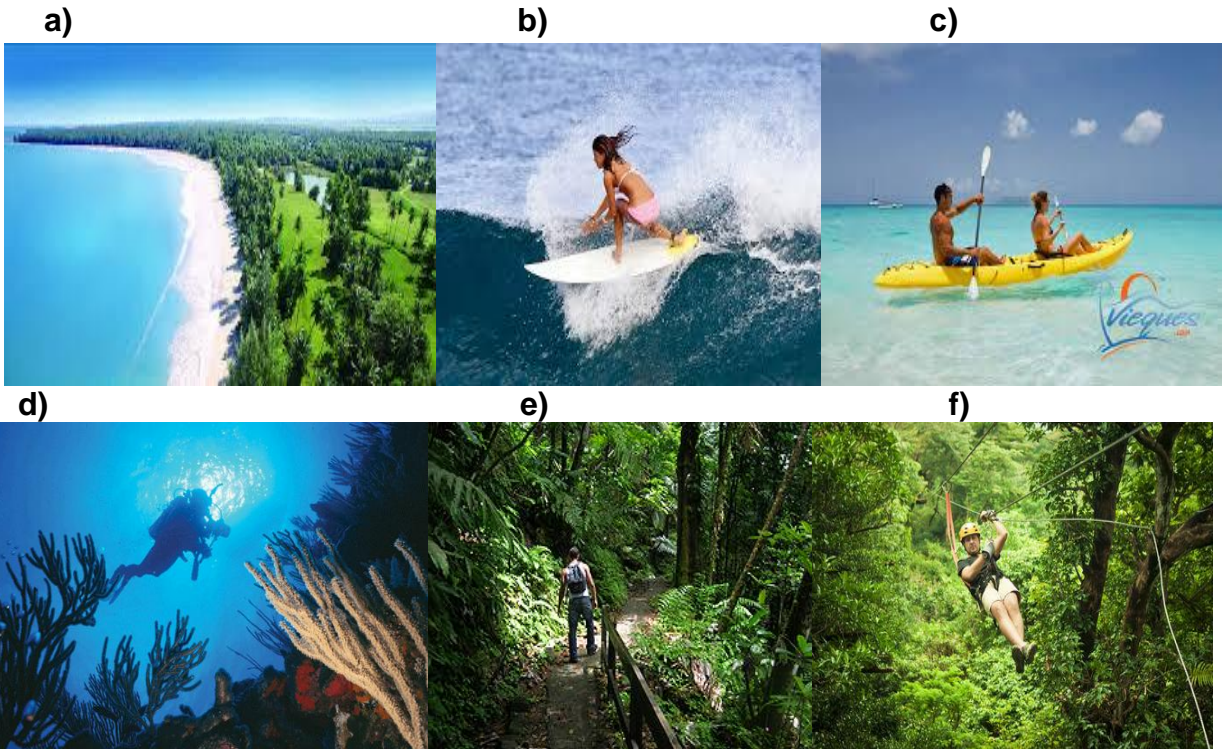
Unit 2 – Places to visit Total score: 20 pts

Student: _____ Date: ____/____/____

Teacher: _____ Level: _____ Grade _____

kayaking – surfing – diving – hiking – swimming – running – adventuring - eating

1) Match the pictures with the words in the box:



a) _____

b) _____

c) _____

d) _____

a) _____

f) _____

Things to do in Puerto Rico

❖ Book some excursions

There's no question that spending time at the beach with a good book is a must. But there's so much more to Puerto Rico than just its beautiful beaches. Do some research on-line or check with your hotel about booking excursions and recommended companies that offer them. Our guide **explained** to us that if you book directly with the company offering the excursion, you are likely to save quite a bit of money simply by cutting out the middleman. Some of the most popular excursions include snorkeling, hiking through the popular rain forest El Yunque and swimming in its beautiful waterfalls, visiting rum factories, castles, casinos, and art museums, tours of Old San Juan and its magnificent forts that **were built** to protect the island from pirates, nighttime kayaking in a bioluminescent bay, and visiting Arecibo, which is home to the world's largest radio telescope. Since the island is actually quite small, approximately 40 miles from north to south and 110 from east to west, it's very easy to get around on the island. Consider visiting other towns around the island to get a more wholesome experience and better understanding of the island and its people. Cristóbal Colón, or Christopher Columbus in English, and Juan Ponce de León don't have to be the only people that have **explored** the island! What will you discover for yourself?

❖ Swim at your own risk

Puerto Rico is surrounded by a beautiful sea and ocean that splash upon gorgeous beaches. Don't let the beauty fool you. The water surrounding Puerto Rico can be just as dangerous as it is beautiful. At one point, signs **were posted** in areas where swimming **was** not allowed due to the dangers of strong riptides and undertows. The Puerto Rican government **decided** that these signs hurt tourism and **elected** to have them removed. Some places have warnings **posted**, but swimming is now allowed. There are safe places to swim, such as some locations that are in a protected bay. Other places have been created by placing a line of large rocks parallel to and at a safe distance from the shore. As a result, swimmers are protected from riptides and undercurrents.

2) Answer the questions:

a) What is the text about?

- () Dangerous places to go in Puerto Rico.
- () Risk things to do in Puerto Rico.
- () Advice about Puerto Rico's food and people.
- () Tips for traveling to Puerto Rico.

b) List some good things to do in Puerto Rico.

- c) Christopher Columbus and Juan Ponce de León were two of the first people that discovered Puerto Rico. According to the text, is this statement correct? Why or why not.

- d) Why can swimming be dangerous in some beaches of Puerto Rico?

- e) If you had the chance to visit a place in Puerto Rico, where would it be? Justify your answer.

3) Read the sentences below taken from the text “Things to do in Puerto Rico” and rewrite them using the verbs in the Simple Present or Present Continuous.

“ ... ”

“Old San Juan and its magnificent forts that were built to protect the island...”

“...don’t have to be the only people that have explored the island!”

“At one point, signs were posted in areas where swimming was not allowed...”

“The Puerto Rican government decided that these signs hurt tourism and elected to have them removed.”

4) Watch the video about one district of Manhattan to answer the following questions

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

Complete the gaps:

a) _____ is presenting a _____

about _____, precisely _____.

b) Who called West Village home many years ago? Why?

c) List some details of West Village.

d) In your opinion, Why is West Village a neighborhood where everyone wants to live?

3 Write a post card to your boy/girlfriend about your trip to New York and mention that today you went to West Village. Tell him/her how you enjoyed it!



Teacher's Guide

Unit 2 PLACES TO VISIT

Main Goal: Uses of Simple Past - Regular and irregular forms.

Section 1 Reading

Warming up! 🕒 10 minutes

1)

Start this section using the first sentence as a warmer to ask some questions like “*When you travel, what do you usually look for?*”, “*Do you like to meet new people, find new places, know cultural factors?*”, etc.

- ✓ Have the students working in pairs. Talk to the students about the pictures. Ask them to discuss and answer the questions to each other. Interact with your students’ answers as a chat.

Preparing to read! 🕒 40 minutes

2)

- ✓ Ask the students to check the correct answers before reading the text. Have students imagine the content of the text and then go through the text to get an overview of it. Remind them not to focus on understanding all the words, but the general idea of the text.

3)

- ✓ Ask students to go back and find the information in the text to complete the time line. Draw a time line on the board and call volunteers to complete it.

4)

- ✓ Tell students to compare their answers in pairs. Elicit volunteers to read answers out loud to the class.

Discover it! 🕒 15 minutes

1)

Students are supposed to figure out how to use Simple Past and the regular and irregular forms by themselves.

Answers:

1)

(d)Completed situations.

- ✓ Allow students to work in pairs to complete the rule. Call volunteers to go to the board and fill in the blanks. Ask the class to help on correction.

Answers:

2) Complete the blanks:

a) The Regular Past verbs are formed either by adding –d, -ed, or –ied

invent *invented* report *reported*
detonate *detonated* consider *considered*

b) Among the Irregular Past verbs are the following:

be *was | were* hold *held*
have *had* catch *caught* sell *sold*

3) Students have already established the rule of using Simple Past, now ask them Allow students to work in pairs and use the dictionary only if it is really necessary.

- ✓ Call some of the students to take turns writing their answers on the board. Encourage them to tell the class what strategies they used to do this activity!
- ✓ Cool students down, they don't have to memorize all irregular verbs at one. They will gradually memorize them.

Answers:

(R), (R), (I), (R), (R), (I, I), (I, R),

Section 2 Listening

Watching out! 🕒 30 minutes

1) To start this section, draw students to think about what a political issue is. Talk superficially about the sentence that opens this section and tell they will watch a video about Puerto Rico's political issue

- ✓ Play the video once, tell the students this time they should only get the general information, not details. Have students watching and discussing the questions in pairs. Afterwards ask them to answer orally and correct with the class.

Answers:

a) (x) **If Puerto Rico should become the 51th state of USA.**

b) (x) **News**

2)

- ✓ This time, ask students to pay attention on the pieces of information and details that the reporter will say and take notes. Play the video once or twice again, stop at some points to clarify what is being said. Give the students the chance to find out the missing parts. Call volunteers on the board to complete fill in the blanks.

Answers:

“Puerto Rico is an island wedged between the Atlantic Ocean and the caribbean sea closer to Dominican Republic is to the US mainland it’s about three times the size of Rhode island and has almost four million residents ...”

Porto Ricans are US citizens , but they can’t vote in US elections and they don’t pay U.S income taxes on poor legal base Inc...”

3)

- ✓ Before playing the video the last time, ask the students to be aware and take notes of the information and details that the Professor Matt Barreto and journalist Bill Santiago will say. Play the video once or twice again. Set a time to students discuss the questions orally in pairs and then report their answers to the class.

Answers:

a) **Personal answer;**

b) **Personal answer;**

c) *The status or condition of being a state, especially a state of the U.S.*

d) **Personal answer.**

Section 3 Speaking

Conversation: Making plans! 🕒 30 minutes

The purpose of this section is to have students performing a role-play about giving advice for a friend about a trip.

- ✓ Write some examples on the board to model the conversation. Tell the students to don’t forget to use language in the past. During the activity, monitor for accuracy without breaking the interaction. Keep board record of the most frequent mistakes, but draw their attention to correct mainly pronunciation and intonation.

Section 4 Writing

On the internet! 🕒 10 minutes

In this section students will create a mural at www.glogster.com writing about a historical event.

- ✓ Set up the activity as a group work to be done at home. Give students the steps to create an account in the mentioned website and go through the basic tools. Draw students' attention to the writing strategies they will need (**use of Simple Past**), since they will write about an event that happened in the past.

- ✓ Students should bring the research on next class and share with classmates.

Unit 2 Test answer key

- 1)
- | | |
|--------------|-----------------|
| a) running; | b) surfing; |
| c) kayaking; | d) diving; |
| e) hiking; | f) adventuring; |
- 2)
- a) (x) Tips for traveling to Puerto Rico.
- b) answers will vary.
- c) *Yes, because the text say they don't have to be the only people that have explored the island and ask us to discover ourselves.*
- d) answers will vary.
- e) personal answer.
- 3)
- "Old San Juan and it's magnificent forts that **is build** to protect the island..."*
- "...don't have to be the only people that **are exploring** the island!"*
- "At one point, signs **are posted** in areas where swimming **is** not allowed..."*
- "The Puerto Rican government **is deciding** that these signs hurt tourism and **is electing** to have them removed."*
- 4)
- e) Sandra Gil is presenting a travel guide about her travels, precisely to West Village.
- b) *Intellectuals, because West Village is a small neighborhood and is still beautiful.*
- c) answers will vary.
- d) personal answer.
- 5) personal answer.

Rationale

In order to become communicative and competent speakers, learners must broaden their language use as a social and cultural system. Some learners are able to produce language accurately; however they struggle in times when they are supposed to perform in a social context. Implementing the Communicative Approach to teach English as a Foreign Language is a great strategy to achieve remarkable results. Richards & Rodgers (2001) believe that “Learning a language means learning to communicate effectively” and “meaning is a key element” and that added to the principles of Critical Literacy were the foundation to produce this paper.

The Communicative Method addresses language as a way to communicate for any reason. It is also very learner-centered, with learners participating and actively constructing their own learning, either when they are asked to express their preferences and opinions, or in class discussions when they are reaching agreements about a topic. Teachers are the facilitators in the class, encouraging students to speak and working to be the advisor to their students rather than being the one who holds the knowledge. (Larsen-Freeman, 2000)

The decision to elaborate on Unit1 on the topic "*Animation Movies*" was based on choosing an authentic source of material and noticing the fact that young adolescents, in general, are following a new generation of people who are quite demanding and connected to all types of information. The Unit 2 "*Places to Visit*" was also a choice linked to what people may feel motivated about, once travelling is going to allow students to learn a foreign language for different reasons. The goal is to "expose students to a natural language context and transfer the learning to outside world." (LARSEN-FREEMAN, 2000).

Moreover, addressing a topic that grabs students' attention is also important to motivate students, and consequently this motivation is a strong factor that allows for broader learning. The *instrumental motivation* is the one which is normally characterized by the desire to achieve something concrete or practical from the study of a foreign language (Hudson 2000).

The sections are well divided, aiming to reach learners through real proposals lessons, as previously mentioned. The theoretical basis gained from the classes in the post-graduation course was taken into account. The specificities of the Communicative Approach are included in the tasks, requiring students to do more than just gain knowledge about linguistic usage; but

rather, they must be able to choose among a variety of functions to find the best one according to the social context. (Larsen- Freeman, 2000)

According to Larsen-Freeman (2000):

"It become clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). In short being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971) - knowing when and how to say what for whom."

To open the first reading sections of the two units was utilized theoretical information about warm – up. The focus is to activate students' previous knowledge about a topic which enables them to be comfortable while doing the activities. In addition, students have the opportunity to express their ideas and discuss the topic in pairs and get familiar with their classmates' experiences. When students have to communicate anyways, they face opportunities for negotiating meaning, which involves learning the appropriate language tools and procedures (NATION and NEWTON, 2009, p.107).

The Pre-reading includes strategies to make students ready to comprehend the given text. Pre- reading is also great to start to draw students into the topic intended to be developed. It is relevant to say that Reading activities is throughout with authentic texts: In Unit 1 is placed short movies synopsis and a small text about DreamWorks animation; Unit 2 was chosen articles about New York city and Puerto Rico. This written material is great to work on reading and provides a new range of vocabulary, input, and information leading students to understand the topic more deeply. NUTTAL (2005) says that “we have to consider how to organize reading lessons and choose texts; it is time to look in more detail at the activities to be used, and at ways of using them not to test understanding, but to bring it about”.

In the units, grammar activities are included to promote the students' understanding about the use of functions presented in the texts and articles: Adjectives and Simple Past. It is easy to observe that students are led to infer the grammar rules' functions through inductively applying the rules by themselves.

According to International Teacher Training Organization (2008)

"more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context (Goner, Phillips, and Walters 135). The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples."

The two sections on listening present authentic sources of material contextualized into the same subject. The videos are completely related to the addressed topic, giving learners the opportunity to listen to language as it is spoken in a real communication context. (Larsen-Freeman, 2000). The sections include a pre-listening activity such as Brainstorming in which students have the opportunity to discuss the topic before listening to the whole selection. In addition, it has some prepared questions about comprehension, considering strategies of reading activities.

The speaking section of Unit 1 is based on communicative interaction. It draws students to do a role play activity in a real life situation linked to the theme. The students play roles; express preferences and dislikes; and address grammar, vocabulary, and language learned in the previous sections. Role plays help students to practice speaking in different social contexts, dealing with many real life situations, and giving structured choices for students' performances (Larsen- Freeman, 2000). This task also used information gap strategy, “it exists when one person in an exchange knows something the other person does not” (LARSEN-FREEMAN, 2000, p. 129).

In Unit 2 the speaking section encourages students to work together with a partner. This task is less controlled in which learners can be more independent and choose what to say and how to say it, thus the students have the opportunity to produce language with more freedom, using a great amount of input from the other sections (Nation and Newton, 2009, p.116).

At last, the writing section of Unit 1 explores the students' abilities to write in a real situation with a valid purpose. They are asked to develop a movie review using previous knowledge taken from the topic given and address this to readers in a newspaper article. In Unit 2, the writing task is collaborative; it is supposed to be done in group at home. It is also purposeful, students should post their work on a real website that can be accessed by their classmates or even by people from everywhere. To finalize, students will notice the real intention of their work once they have produced something authentic.

The concepts of evaluation were also covered in this work. Teachers must assess the students in either a formal or an informal way. However, informal does not mean “meaningless”. A teacher can informally assess students during the classes and have records of them, which will have great importance on the formative assessment. Formal assessment has

more to do with the test booklets ministered by the teacher in order to assess the students' skills and if they are ready to go to new degrees of language learning.

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