

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG
FACULDADE DE LETRAS - FALE
CURSO DE ESPECIALIZAÇÃO EM ENSINO DE INGLÊS -CEI

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Belo Horizonte

2015

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YES, I CAN LEARN ENGLISH!
MEANINGFUL LEARNING

**Trabalho de conclusão de curso,
apresentado à banca examinadora da
Universidade Federal de Minas Gerais,
como pré-requisito para obtenção do título
de Especialista em Ensino de Inglês.**

Belo Horizonte

2015

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INTRODUCTION

In 2014, I had the opportunity to work as an English teacher in the school where I am a pedagogical coordinator. I had already had this opportunity before, in 2008, in another public school where I had worked, but the last experience was, in fact, the best and most inspiring one. Throughout that year, I could develop a lot of new teaching ideas that focused the attention of the students on the English Language. It was a special moment in my life and I think it constitutes my main inspiration for this project.

I have been working in Belo Horizonte's Public Educational System for 13 years, and during this time I have had the opportunity to teach children and teenagers, including all the subjects. Currently, I work as an Elementary Level Coordinator and have been learning a lot about my own language and the challenges that the children find when they are learning how to write and read in Portuguese.

The decision of taking a Diploma Course in ELT came from my own wish to learn English in a deeper way. I have never been abroad and my graduation is in Pedagogy. However, I understand that ELT can - and indeed it does - contribute a lot to my overall academic formation, as my major goal as a professional is to help people with knowledge acquisition.

Because of the reasons above, the English teaching units presented here were prepared for public school students.

The first unit's focus is on a group of students between 11 and 12 years old. The first reason why I chose to work with the comic strips genre and, more specifically with Monica's gang, was that I got really surprised and happy when I discovered that there was Turma da Mônica in English: I loved the idea and the more I read it, the more I loved it. Then I thought: "Why not prepare one unit based on Monica's gang?" The second reason was because the comic strips genre can be very interesting for anybody, and even more so for children at this age group. The activities were made to get the attention of the students and to stimulate them to know a little bit more about English.

The second unit's focus is on a group of students between 13 and 14 years and it was created as the result of my own English studies and my experience as an English teacher last year. Let me explain further. During the last three years, my personal learning experience in English has brought me wonderful opportunities to share information about our country. I have been studying at an online school, where I have a personal teacher from Cape Town, South

Africa. During these years, my personal teacher showed a very strong interest in Brazil, our culture, our cities, and specifically our city, Belo Horizonte.

My teacher, and now friend, participated in one of my classes in the public school, using a Skype Video Conference. This was a great moment for all our students engaged with learning English. After this, I had the idea to develop a project with my pupils about the city, including a city tour through Belo Horizonte, followed by the production of postcards written in English (the photos from Belo Horizonte's postcards were used in the present final project). It was another great moment not only for me and my students, but for the whole school, because at the end of the activities our production was known inside and outside the school context.

Then I decided to develop my second unit linking the above-mentioned experience with a new project about Belo Horizonte, which was created by thinking how important it is for us, teachers, to speak about real things, in real life situations, especially for students like mine, who don't have the same opportunities as other students. Sometimes the lessons contained in textbooks make it impossible for the students to recognize themselves as part of the learning process.

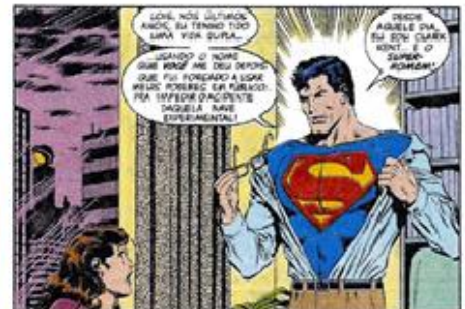
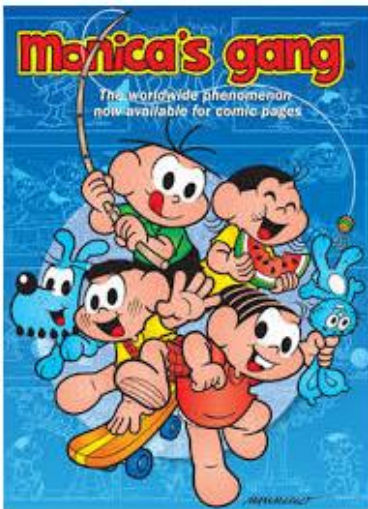
The major aim of this project is to allow students to recognize themselves as part of the learning process and to understand that the English language can be accessible for everybody, not only for one specific group of people.

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UNIT 1

Do you like reading comics?

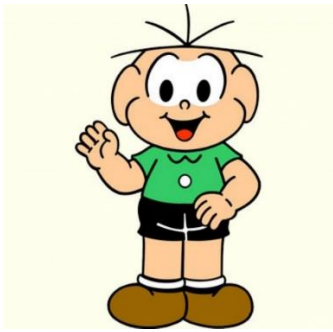
What Comics do you know?



Yes, I can read...

PRE-READING

Monica's Gang is a comic story created by Maurício de Souza. Do you know the characters? Match each character to its description:



Jimmy Five

A kid with spiky hair
and who has trouble
pronouncing his r's.



Mônica

A sweet little girl with
an uncontrollable
appetite who loves
watermelon.



Maggy

A boy who has an incurable
aversion to water, baths included.



Smudge

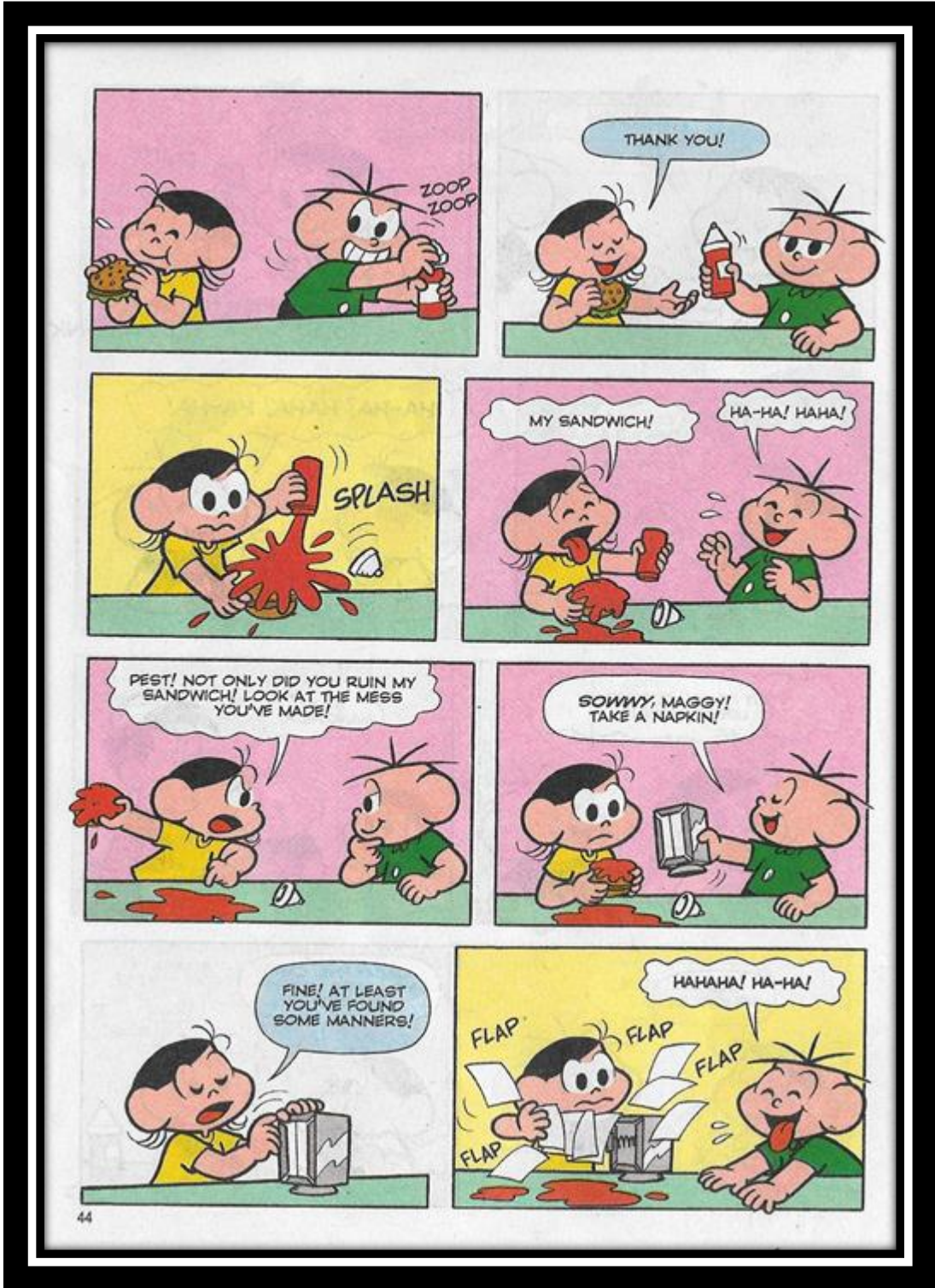
A bucktoothed girl.

READING

You will read a Monica's Gang comic story. Try to understand the meaning of the text. Check the clues in the strips.









SOUZA, Maurício. Monica's gang – A bad little angel. MSP- Brasil, 2013.

Yes, I can understand...

TEXT COMPREHENSION

After having read the text, answer the questions:

1. What is the first request that Maggy makes to Jimmy Five?
 - a. She asked him for a sandwich.
 - b. She asked him for the toothpicks.
 - c. She asked him for the ketchup.

2. What did Jimmy Five do with the toothpicks?
 - a. He turned them upside down.
 - b. He didn't give them to her.
 - c. He threw them away.

3. What did Maggy ask to eat?
 - a. Watermelon
 - b. Popcorn
 - c. Sandwich

4. What happened with the ketchup?
 - a. It had just finished.
 - b. It poured over the sandwich.
 - c. It fell on the floor.

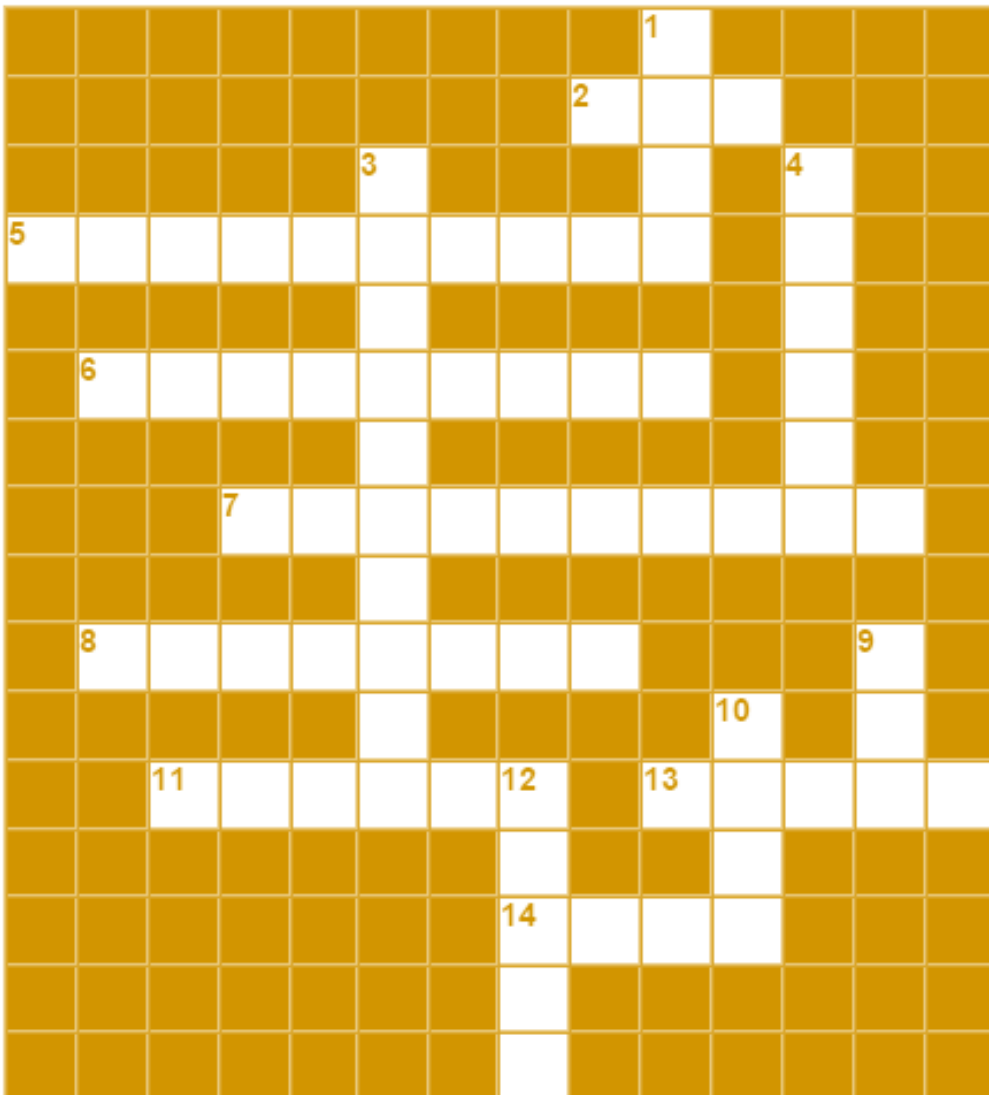
5. What was the word Maggy used to swear at Jimmy Five?
 - a. Napkin
 - b. Dumb
 - c. Pest

6. Why did Jimmy Five go out when he got his sandwich?
 - a. Because he was afraid of Maggy's revenge.
 - b. Because he didn't like to eat sandwiches.
 - c. Because he had a plan for Maggy.

7. What was Maggy's final decision?
 - a. She went to Jimmy's house.
 - b. She screamed at Jimmy.
 - c. She ate his sandwich.

VOCABULARY

Improve your comprehension by filling in the crossword below, according to Maggy's story. Use your dictionary if you need.



Across:

- 2. Obtain
- 5. You use to clean your teeth.
- 6. You use your eyes for that.
- 7. All
- 8. To give
- 11. To put upside down.
- 13. To find out.

Down:

- 1. Confusion
- 3. Turned down
- 4. You use to clean your mouth.
- 9. To be able
- 10. Orifice
- 12. Fool

Yes, I can learn more...

GRAMMAR

Making requests in English

What sentences does Maggy use to ask Jimmy for something? Write them below:

What were Maggy's responses when Jimmy Five did what she asked him to do?

You can also make requests by using the verbs **could** and **would**. For example, Maggy could have said:

Could you pass me the ketchup?

Would you mind passing me the ketchup?

PAY ATTENTION: WOULD YOU MIND IS FOLLOWED BY A VERB + ING (PASS=PASSING).

Now you are in your classroom and you are going to respond to some requests made by your classmate. He/She doesn't know how to make them. Help him/her to make the sentences by putting the words in order:

Example:

you/ can/ give/ a/ pencil?/me

_____ Can you give me a pencil? _____

1. will/ hand/ notebook?/ you/ me/ the

2. eraser?/ you/ can/ lend/ me/an

3. take/ my/ can/ you/ cellphone?

4. me/ will/ you/ send/ e-mail?/ one

Yes, I can speak...

Imagine that you and your classmates are having a birthday celebration in class.
Ask your colleague to pass you some things among the options inside the box.



1. PLATE
2. NAPKIN
3. SPOON
4. KNIFE
5. FORK
6. STRAW
7. DISH

PRONUNCIATION



In Portuguese, Jimmy Five changes /r/ for /l/. In English, he can't pronounce /r/ either. He makes a sound like /u/, in Portuguese. Listen to your teacher say correctly the words used by Jimmy in the story.

SOWWY – SORRY

EVEWYTHING – EVERYTHING

In any language it is important to know how to pronounce the words correctly. For example, in English, words starting with H normally have /R/sound. Then, let's practice some words!

HAND – HAVE – HAPPY – HORSE – HOUSE – HAT – HELP

Yes, I can listen ...

Now, you will listen to one of Monica's Gang characters telling about herself.
Answer the questions, according to the audio, using yes or no:

1. Is Monica speaking?

2. Are her three best friends Smudge, Cindy and Mary?

3. Is her favorite color red?

4. Does she like to be called bucktoothed?

5. Is she scared of dogs?

6. Does she like to play with her friends?

7. Is she the winner all the time?

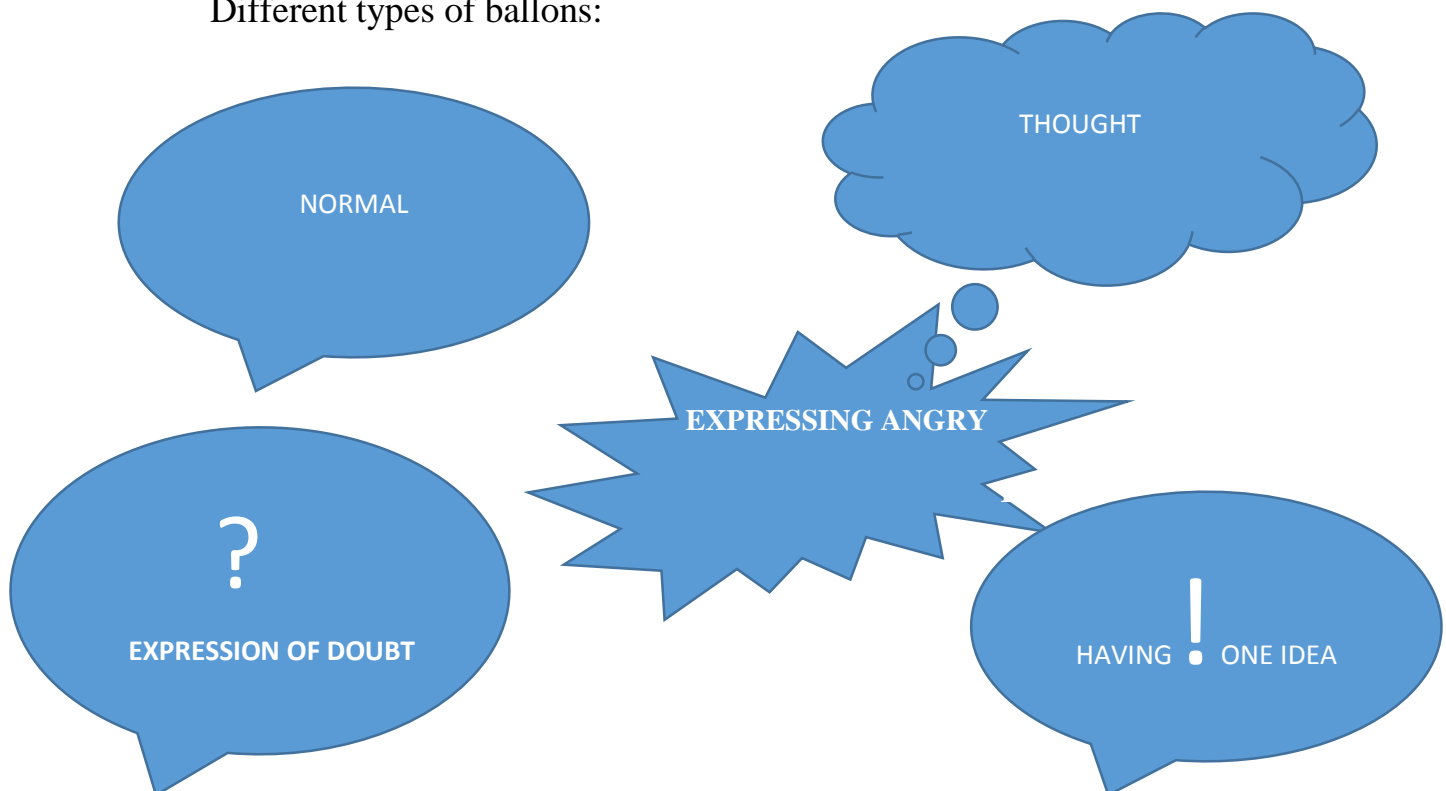
Yes, I can write...

Creating a comic story

Main characteristics:

- It uses drawings to tell the story.
- It uses frames to split the story.
- It is the representation of verbal language.
- It has short sentences.
- It uses balloons to represent the speech expressions.

Different types of balloons:



Now, it is your turn. Imagine that you are going to the cinema with your friends. Then you realize you don't have enough money. How could you solve the problem? Create one comic story involving this situation. Use what you have learned in class.

TEACHER'S GUIDE – UNIT 1

Target group: students between 11 and 12 years old

Duration: 2 classes of 60 minutes each

Resources: computer; data show; copy of the activities for all the students; bilingual dictionaries; English-English dictionaries.

First step: prepare the slides to use in class. These will contain the first page, the reading and the audio of the listening part.

Starting your first class

Introduction: Start your first class by exploring the first slide. If you have any Monica's Gang comics, you may show the students some examples. Explore the images using the suggested questions and answers given by the students.



5 minutes

YES, I CAN READ...

This part is divided into two – pre-reading and reading activities.

Pre-reading: show Monica's Gang characters using another slide. Speak about their characteristics asking for the students' help. Distribute the pre-reading activity to all the students. Correct it orally.

Answers:

A kid with spiky hair who has trouble pronouncing his r's. – Jimmy Five

A sweet little girl with an uncontrollable appetite who loves watermelon. – Maggy

A boy who has an incurable aversion to water, baths included. - Smudge

A bucktoothed girl. - Mônica



5 minutes

Reading: the reading part must be done using at least two readings passages. Distribute the story to the students and ask them to do a silent reading. Then explore their first comprehension using the tips by the comic characters in the story. Afterward, start reading the slides with or without asking the students to read.



10 minutes

YES, I CAN UNDERSTAND

Text comprehension and Vocabulary: distribute the activities to the students. You will need bilingual dictionaries (English-Portuguese/Portuguese-English) and English-English dictionaries. This could be done in pairs. Afterward, correct the activities orally.

Text Comprehension answers:

1.B 2.B 3.C 4.B 5.C 6.A 7.C

Crossword answers:



20 minutes

YES, I CAN LEARN MORE

Explore the questions orally before you distribute the activities to the students. Use the slide with the story to focus the attention of the students. Then ask them to complete the activities. Correct this session orally.

Answers:

-Jimmy Five, will you hand me those toothpicks? Jimmy Five, can you pass me the ketchup?

-Will, can.

-Thanks, thank you.

-Will, can, could, would.

1. Can you give me a pencil?
2. Will you hand me the notebook?
3. Can you lend me an eraser?
4. Can you take my cellphone?
5. Will you send me one e-mail?



20 minutes

Starting your second class

YES, I CAN SPEAK

Before starting this class, you can be more realistic and prepare for the class a Group Birthday Celebration, for any month you wish. Develop the activity for some minutes, and after that enjoy the party with your students. If you don't intend to prepare a real celebration, you may develop this activity using your own imagination. Stimulate the students to use more than one verb learned in the previous class.



10 minutes or 60!

Pronunciation: develop this session together with your students. Give them the opportunity to answer in chorus or individually.



10 minutes

YES, I CAN LISTEN

In this session, you should put the audio on not less than twice. If it is necessary play the audio and make pauses to help the students with the answers. Feel free to put the video on after you have played the recording.

Listening transcript: Do you know me? I am Mônica. My game is happy and alive. Come and meet my best friends: Maggy, Smudge and Jimmy Five. What is the color I like best? Take a guess. Just go ahead! I have lots and lots of clothes but my dresses are all red. When the boys call me backtooth and start to tease me like that, I don't pick a fight with them, I only try to fight back. I'm scared of creepy crawlers. I don't like when the boys call me tooth or roly poly or mess around with my toys. Banker boys love tying knots in my Samson's long blue ears. Flashing them with my flashy bunny always ends with lots of tears. They were trying to take my place. Who is the leader you will see...If it's me who always wins, losers are what they will be. Soon we are over all that fuss, living quarrels in the past. Now we are playing all together cause kids forgive pretty fast. We play balls and we ride bikes all day long we run about. But when girls start playing house Jimmy protests count me out. Time to eat Maggy's first, milk, she can drink a gallon. If you doubt it take a look she can eat a watermelon. I'm a feist little girl as strong as a girl can be. But when my gang asks for help they know they can trust in me. We get along very well. We are friends and have a lots of fun. Glad to be Monicas's gang: one for all and all for one. There is a hint an easy clue surprise today, there is a hint and easy clue, somebody is joining in the gang and this new friend... is you.

Answers:

1. Yes, she is.
- 2.No, they aren't.
- 3.Yes, it is.
- 4.No, she doesn't.
5. No, she isn't.
- 6.Yes, she does.
- 7.Yes, she is.



15 minutes

YES, I CAN WRITE

Work on the ideas of how to create a Comic Story by using the board or another slide. Than hand out the last activity sheet to the students.

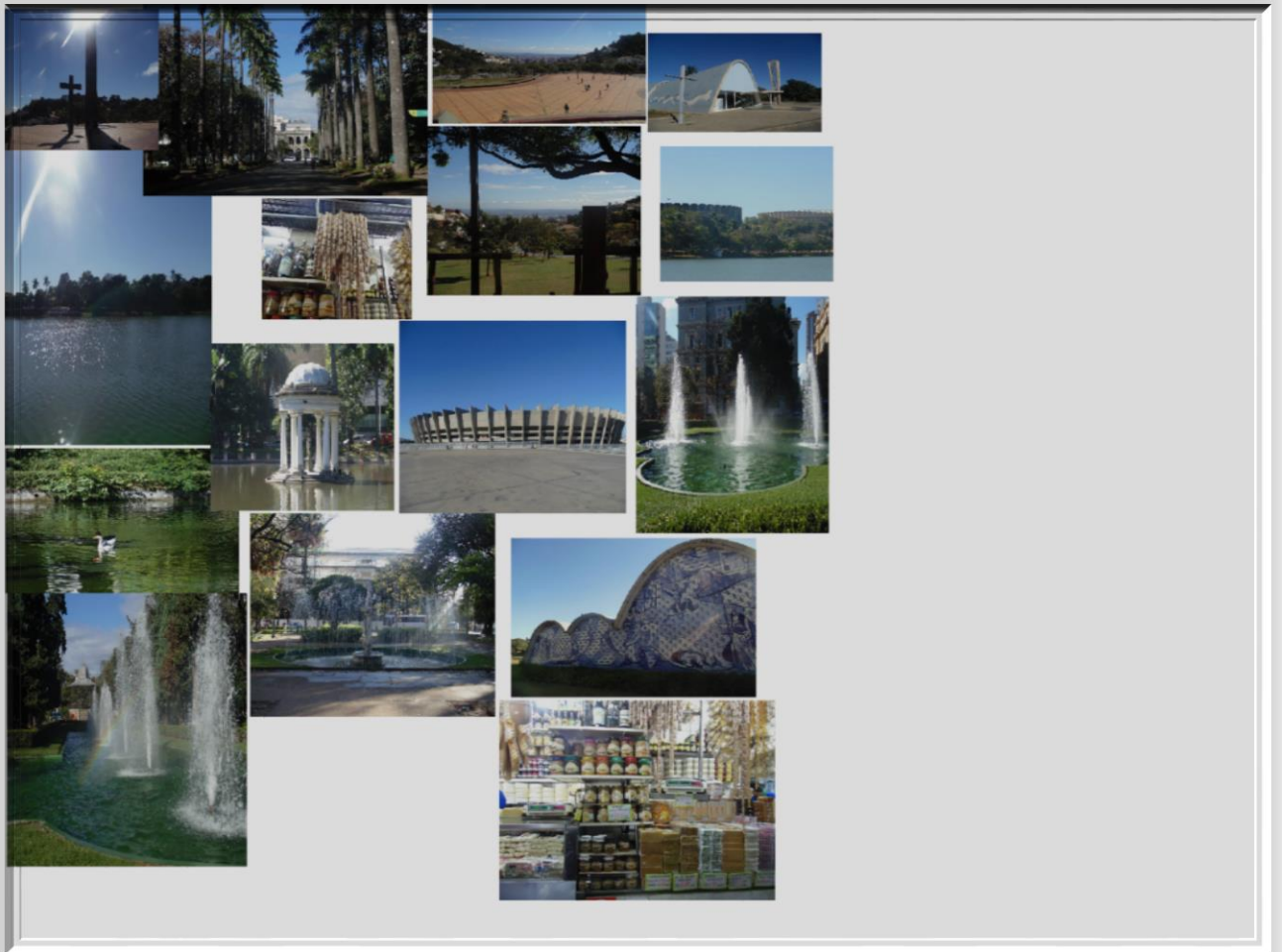


25 minutes

UNIT 2

Belo Horizonte...

Beautiful Horizon...



What do you know about the city where you live?

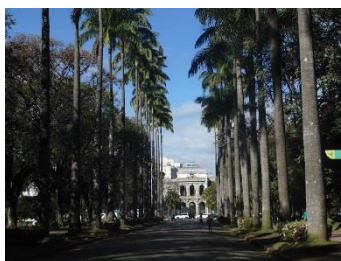
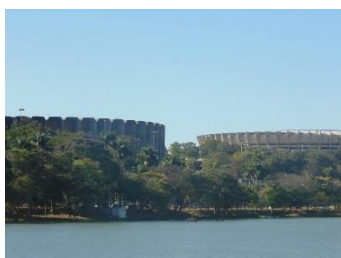
Do you like living here?

What do you like most about the city?

Yes, I can read...

PRE-READING

Look at the pictures of touristic points of Belo Horizonte. Use the dictionary to discover how to say the names of the places, in English:



READING

Read the text. It is a comment posted in a site by Josh, a foreigner who has lived in Belo Horizonte for a year and a half. Enjoy your reading...

Mineiro People

The people who live in Belo Horizonte are by far what makes the city such a great place to live. Brazilians are already a friendly and warm group of people, but there is something special about Mineiros that makes them even friendlier than other Brazilians, if its even possible for Brazilians to be beyond friendly.

I consider myself very lucky to have been able to make so many friends during my time in Belo Horizonte, something I'm not sure would have been so easy in other cities.



Square of Liberdade

Whenever I went out anywhere, whether to the grocery store, on the bus or at a party, people were always very friendly and open to me. When they found out I was a foreigner they went out of their way to make me feel at home.

I've traveled around Brazil enough to know that Mineiros are a special bunch and I look forward to random encounters I have with them outside Minas Gerais.

Minerês – Portuguese from Minas Gerais

The Portuguese spoken in Minas Gerais is distinct from Portuguese spoken in other states. When I first went to Belo Horizonte I already spoke conversational Portuguese, and when I first started talking to Mineiros I wasn't sure what language they were speaking.

Mineiros have the tendency to shorten words like *you* and *onibus* which can be tricky if you're not familiar with it. They also like to use the diminutive form of every word possible. My favorite word in *minerês* is *trem*, which can be any word you want it or are unsure of its pronunciation, because you can just point at something and call it a train.

The Size of Belo Horizonte

When I started looking around Brazil for a city to park myself in for a while, I first went to São Paulo and Rio de Janeiro. What turned me off about those cities is that they are huge and you can easily lose half your day just getting around them. But Beagá is not like that.



Square of Papa

What I like about Belo Horizonte is that it is a big city without feeling like a big city. Some 5 million people live in the metropolitan area of Belo Horizonte, but you would never guess that the city is that big when you live there.

There is a popular saying that "BH is an egg," which for some reason explains the frequency that you run into people that you know when walking around town. This occurrence of meeting someone and finding out that you have a random mutual connection.

Lack of Foreigners in Belo Horizonte

One thing that initially attracted me to Belo Horizonte is the lack of foreigners living in the city as compared to Rio. Whereas in Rio you can play the “Spot the gringo” game and easily find someone within 5 minutes, in Belo Horizonte you might go weeks before you randomly come across a gringo.



Central Market

If learning Portuguese is important to you then you should avoid speaking English as much as possible. Its very easy to do this in Belo Horizonte because there are so few foreigners around to tempt you into speaking English, and you will take your Portuguese studies more seriously. Now, there is a pretty big downside in BH not having many foreigners living there, and that is that the city doesn't know how to accommodate foreigners. In the time I lived there I only met maybe 3 taxi drivers who spoke conversational English. If you don't have a Brazilian partner or a really good friend it will be almost impossible to rent an apartment on your own.

But again, I think this is part of the charm of Belo Horizonte. You live here because you want to be a local and not because you want to speak English all the time.

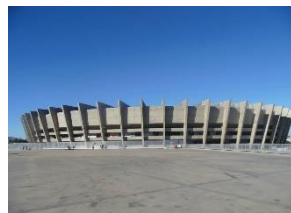
Low Cost of Living in Belo Horizonte

Brazil gets a lot of criticism by foreigners for being an expensive place to live. I'm not going to dispute this point because Brazil is way more expensive than it should be. That being said, it is possible to live in Brazil on the cheap if you're in a place like BH.

My monthly living expenses never went beyond R\$2000 while living in Belo. I was paying R\$650 for rent for an apartment that if it was in Rio I would be paying closer to R\$1500. Restaurants in BH have this wonderful system called “Sem balança” which means you can stack your plate sky high with food and one piece of meat and pay a fixed price, usually around R\$8,0.

Free Shows and Concerts

Belo Horizonte always has something going on every day of the week. If you tune in to some local sites that publish happenings around the city you'll see that there is something going on every day of the week, with many free events and shows.



Mineirão Stadium

One of my favorite things that happens in BH during the summer is the Praia da Estação. I liked it so much that I included it in my Gringo Style parody.

Proximity to Nature

Belo Horizonte is centrally located in the state of Minas Gerais, which is home to an abundance of natural beauty. Waterfalls, caves, parks and a bunch of other cool places are to be found around BH. If you venture out a bit further you can visit colonial towns like Ouro Preto, Diamantina, and Tiradentes.

<http://braziliangrigo.com/11-reasons-living-belo-horizonte/>

TEXT COMPREHENSION

1. According to the text, choose three true sentences about the people from Minas Gerais:

Mineiros are friendly and warm like other Brazilians.

Mineiros are a special bunch of Brazilians.

Mineiros don't like foreigners.

Mineiros speak a distinct Portuguese from other Brazilian people.

Mineiros have the tendency to shorten words.

2. Concerning the size of Belo Horizonte, choose three alternatives which state what makes Belo Horizonte a good place to live in:

Belo Horizonte is huge and you can easily lose half your day just getting around it.

Belo Horizonte is a big city without feeling like a big city.

Living in Belo Horizonte, you will run into people you know when walking around town.

Belo Horizonte is as big as São Paulo and Rio de Janeiro.

You would never guess that the city is that big when you live there.

3. Why is the lack of foreigners in Belo Horizonte counted, according to the author, as an advantage of living there?

4. What argument does the author use to justify that the cost of living in Belo Horizonte is low?

5. Why do you think the author uses the expression “Praia da Estação”?

6. Concerning the size of Belo Horizonte, choose three alternatives which state what makes Belo Horizonte a good place to live in:

Belo Horizonte is huge and you can easily lose half your day just getting around it.

Belo Horizonte is a big city without feeling like a big city.

Living in Belo Horizonte, you will run into people you know when walking around town.

Belo Horizonte is as big as São Paulo and Rio de Janeiro.

You would never guess that the city is that big when you live there.

7. Why is the lack of foreigners in Belo Horizonte counted, according to the author, as an advantage of living there?

8. What argument does the author use to justify that the cost of living in Belo Horizonte is low?

9. Why do you think the author uses the expression “Praia da Estação”?

VOCABULARY

Number the second column in accordance with the first:

1.FOREIGNER	PLACE_____
2.BY FAR	A LITTLE MORE_____
3.WARM	ENCOUNTER_____
4.BUNCH	LARGE_____
5.RANDOM	GO TO THE PLACES_____
6.TURNED ME OFF	DISINTERESTED_____
7.HUGE	A PERSON BORN ABROAD_____
8.GETTING AROUND	OCCASIONAL_____
9.RUN INTO	A GROUP OF PEOPLE_____
10.SPOT	A WAY OF EXPRESSING AFFECTION_____
11.A BIT FURTHER	A GREAT DIFFERENCE COMPARED TO OTHER PLACES_____

Yes, I can learn more...

GRAMMAR

In the text used to introduce this unit, we can find a few verb+preposition combinations that together have a special meaning. Let's see some of them:

1. GET AROUND
2. POINT(SOMEONE/SOMETHING) OUT
3. TURN(SOMETHING) OFF
4. RUN INTO(SOMEONE/SOMETHING)
5. FIND(SOMETHING)OUT

Now, try to number the following meanings according to the definitions above:

- () Indicate with your finger.
- () Have mobility.
- () Stop the energy flow, switch off.
- () Discover.
- () Meet unexpectedly.

Now, let's see other verb+preposition combinations with the verbs **GET**, **RUN** and **TURN**:

<p>get something across/over</p> <p>communicate, make understandable</p>	<p>run over</p> <p><i>someone/something</i></p> <p>drive a vehicle over a person or thing</p>	<p>turn something down</p> <p>decrease the volume or strength (heat, light etc)</p>
<p>get along/on</p> <p>like each other</p>	<p>run over/through something</p> <p>rehearse, review</p>	<p>turn something down</p> <p>refuse</p>
<p>get away</p> <p>go on vacation</p>	<p>run away</p> <p>leave unexpectedly, escape</p>	<p>turn something on</p> <p>start the energy, switch on</p>
<p>get back</p> <p>return</p>	<p>run out</p> <p>have none left</p>	<p>turn something up</p> <p>increase the volume or strength (heat, light etc)</p>

Do you now others verb+preposition combinations? Share with your classmates.

Now, fill in the gaps with the correct verb+preposition combination:

1. My son can _____ (get along/ get around) easily in his new shoes.
2. We _____ (got back /got away) from our trip last month.
3. I _____ the TV _____ and went back to my work.(turned on/ turned off)
4. The night was so dark that he had to _____ the lights_____.(turn up/ turn on)
5. Can you _____ the music_____. I hate this music.(turn down/ turn up)
6. I _____ (ran into/ ran over) an old school-friend at the cinema.
7. The child _____ (ran out/ ran away) from home and went to the park.

Yes, I can speak...

Choose one of the pictures of Belo Horizonte and produce an imaginary story with your friend. Try to use the verb combinations learned in the class.

You could start by using this...

I was walking through the square when I found out...

I was looking at the Pampulha lagoon and suddenly I turned the radio up...

I went to Mineirão when I ran into...



PRONUNCIATION



The “Mineirês” is the name given by the author to our way of speaking Portuguese. The author had difficulties understanding what language people were speaking because it was different from the Portuguese he had learned. Probably, he also had difficulties pronouncing the words in Portuguese. Thus, he chose to live in Belo Horizonte to have the opportunity to speak Portuguese instead of English.

What do you understand by Mineirês?

Do you agree with the author?

Do you speak Mineirês?

Yes, I can listen...

You will watch the movie *Belo Horizonte Through Local Eyes - Travel Deeper Brazil* (Episode 9). It was a video produced by one foreigner to present the city to the world. Answer the questions about it. Choose one alternative for each question:

1. Where was the first place the speaker heard about Belo Horizonte?
 - a. At Ana Carolina's home.
 - b. At a party in Rio.
 - c. At a bar in Rio.

2. Where did the speaker eat a special food called "Mineirinho Valente"?
 - a. At Mercado Central.
 - b. At Ana Carolina's home.
 - c. At Praça da Liberdade.

3. What were the places presented to him by the girls:
 - a. Praça da Liberdade and Praça do Papa.
 - b. Praça do Papa and the city's viewpoint.
 - c. Municipal Market and the Maleta Building.

4. What were some of the expressions used by the speaker to describe Inhotim:
 - a. Good times, good art, a little bit of nature, nothing wrong.
 - b. Good food, good art, a little bit of nature, perfect way to spend a Saturday.
 - c. Good times, good food, a little bit of nature, perfect way to spend a Saturday.

5. What was the saying used by the speaker to justify the necessity to visit the bars?
 - a. They don't have money but they have happiness.
 - b. They don't have beaches but they have bars.
 - c. They don't have beaches but they have mountains.

6. What were the expressions used to describe the Feira Hippie?
 - a. Next to the Central Park, huge market, foods and crafts from around BH.
 - b. Next to the Central Park, Municipal Market, foods and crafts from around BH.
 - c. Next to the Municipal Park, huge market, foods and crafts from around BH.

Yes, I can write...

The text that introduces this lesson was posted on one site where people can add their own comments. Read the examples from the site below:



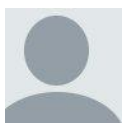
Mariana - 2 years ago
I live in Belo Horizonte and I agree with everything you said. Mineirês and Galo are my favourite so far. I love to live here and be part of Clube Atlético Mineiro!
19 ^ | v • Reply • Share ›

Luiza - 2 years ago
What a good surprise to find this post about my city. I have lived in a small town in England, Chichester, where there wasn't enough brazilians to bump into on the streets. It was good to meet people and see their looks when I said I was from Brasil. Some friends never understood why I didn't choose London or Brighton but I didn't want to be one more of the Brazilian colony there. I've improved my English and even had the chance to add the amazing British accent to my English!

www.braziliangringo.com

All the references about the real people were changed to protect there identity.

Now, it's your turn! Imagine you are going to post your comment about the text. Express your honest opinion. Use at least 50 words.



You

TIME FOR FUN

Now, let's choose three places in Belo Horizonte to prepare an excursion with the class. This will be our City Tour in Belo Horizonte. Good luck!



TEACHER'S GUIDE – UNIT 2

Target group: students between 13 and 14 years old

Duration: 2 classes of 60 minutes each

Resources: computer; data show; copy of the activities for all the students; English-English dictionaries.

First step: prepare the slides to use in class. These must contain the first page, the reading and the video of the listening session.

Starting the first class

YES, I CAN READ

Introduction: Explore the first slide and the questions suggested. Do it with the whole class.



5 minutes

Pre-reading: distribute the activities to the students and correct them orally. Do it individually.

Answers:

Igreja da Pampulha/ Mineirinho e Mineirão/ Praça da Liberdade/ Parque Municipal/ Praça do Papa



5 minutes

Reading: distribute the text to the students. Ask them to do a silent reading. You can then ask them to take turns reading the text.



10 minutes

YES, I CAN UNDERSTAND

Text comprehension and Vocabulary: hand out the activities to the students. These tasks can be done either individually or in pairs. You will need English-English dictionaries. Correct orally.

Text comprehension answers:

1. 2, 4 e 5
2. 2, 3 e 5
3. Because by being a foreigner you can practice more Portuguese.
4. The cost of his monthly living expenses in Belo Horizonte compared to other cities in Brazil.
5. Free answer

Vocabulary answer:

Place 10 – a little more 11 – encounter 9 – large 7 – go to the places 8 – disinterested 6 – a person born abroad 1 – occasional 5 – a group of people 4 – a way of expressing affection 3 – a great difference compared to other places 2



20 minutes

YES, I CAN LEARN MORE

Read and explain the definition with the class and provide the additional information, using Power Point. Do the first activity with the whole class. Type the definitions and share them with the students. Give them extra information about the verbs used in the second activity (present and past tense). Distribute the second activity to be done individually. Correct it orally.

Answers:

2 – 1 – 3 – 5 – 4

1. Get around/ 2. Got back/ 3. Turned off/ 4. Turn on/ 5. Turn down/
6. Ran into/ 7. Ran away



20 minutes

Starting the second class

YES, I CAN SPEAK

Distribute the activity to the students. In pairs, the students will speak according to the instructions. Help the students when necessary.



10 minutes

Pronunciation: Read it from Power Point. Ask the students to participate actively by practicing the sounds.



10 minutes

YES, I CAN LISTEN

Play the video “Belo Horizonte through local eyes”. Give the students one previous idea about the video, then play it, at least twice. During the second time, pause it when necessary.

Listening transcript: This is Ray. Ray and I met a few months back to mutual friends at a party in Rio. We had a great time he told me that if I ever made to Belo Horizonte that I should look him up. So, when the time came for me to visit the city it’s exactly what I did. Ray invited me into his home on the outskirts of town where I got to see a different side of things that most visitors don’t get a chance to. He introduce me to lovely girlfriend Anna Carolina and It felt like we’ve been friends for years. This was my first impression of Belo Horizonte. Ray had to work that first afternoon and in the evening, so he dropped me off

downtown with a few recommendations and I set out to explore the city. I started out as they often do at the municipal market. You know you'll see what's hot in the streets. Hungry from all the meats and cheeses on display. I made my way in Casa Cheia inside the market for traditional lunch. I went with the "Mineirinho Valente" a delicious pork with rich curry like flavors along with some fresh and a very fresh lemonade. From there I ventured off to Praça da Liberdade and into the nearby cultural center for a quick pick and a really diverse collection of art. By the time I made it through the exhibit the sun began the set, so I grabbed the public bus over the Praça do Papa, where Ray told me I could get the best views in the city at sunset. Was sitting there waiting for the sun to go down, I overheard a group of girls talking about a different local spots. So I interrupted politely to find out more. They said it was just up the hill and asked if I wanted to join us. I instantly accepted in it took me out to even better viewpoint. After sunset we stopped for a quick snack and the girls invited me for drinks at the Maleta building. A popular hangout with a variety of bars inside. We set and drink a really good local beers I learn more about life in Belo Horizonte and kept of a perfect for staying in safe. The next morning we woke up early and Ray and I set out on a Saturday adventure. Wanna check out the park, come with us and we show you a day in Inhotim. Do it! Inhotim is a park about an hour away from the city when art and nature collide to form like this crazy visual stimulation compound in woods. Cabou, andamos tudo, tá ótimo! Cansado... Good times, good art, a little bit of nature, nothing wrong. Perfect way to spend a Saturday. Back to Belo Horizonte for a little bit nightlife. Let's go! One thing you have to do in Belo Horizonte is to check out the nightlife as the saying goes they don't have beaches but they have bars and plant of them let's go and check it out... On Sundays you got a get down to the Feira Hippie, right next to the Central Park, the huge market with foods and crafts from around Belo Horizonte. Check it out! After the Feira are we headed back to raise neighborhood to grab a couple of beers and to reflect over the weekend. It was so nice to have local friends, both planned and unplanned

to help show me the city. My most memorable travel experiences have always come from moments like these. Out shares my trip to Belo Horizonte and I look forward to the time I will return, till then, whenever possible travel deeper.

Answer:

1. B
2. A
3. B
4. A
5. B
6. A



20 minutes

YES, I CAN WRITE

Speak with the class about the posted comments. Where do they occur? In what situation are they posted? Distribute the activity to the students and ask them to carefully read the opinions posted on the site and then to give their own.



20 minutes

TIME FOR FUN

Pay attention! You have to propose the activity after having already spoken with the school's principal about the possibility to do it. Don't make false promises!

RATIONALE

TEACHING FROM A COMMUNCIATIVE PERSPECTIVE

The act of teaching only exists because we have aims to achieve. However, our concepts concerning what is teaching can be different. We can teach understanding that learning is a neutral process, conceiving of the student as a passive receptor of knowledge, or we can try to figure out the process in a new way. A new perspective points out that it is important to focus on the relationship between language and social practices, local and global issues. According to this theory, knowledge is not transmitted, but rather teaching is the creation of spaces and contexts of learning, the learner being an integral part of the process. This has been called Critical Literacy.

According to this approach, a new way to understand the teaching process has been developed. It points out the idea that it is not possible to think of how to teach without considering communicative competences.

Teaching will only make sense if what the students have been learning can contribute to their real lives. In this direction we have to develop the students' communicative competence, which according to Hymes(1972) has the following components: grammatical, discursive, social-cultural and strategic.

This project aims at contributing to the development of English communicative competence in Brazilian students. But the first important point to consider is that the Brazilian educational policies do not contribute to developing a bilingual society in the country, as pointed out by Souza:

“As políticas educacionais brasileiras parecem ter assumido tacitamente a escola como espaço monolíngue.”
(SOUZA, 2007)

The books adopted by the schools do not provide the necessary skills development. As contended by ADORNO and TENUTA(2011):

“No âmbito geral, as coleções didáticas apresentadas para avaliação no PNLD-2011/LEM não cumpriram adequadamente as exigências do Edital referentes ao desenvolvimento da habilidade de produção escrita.”

Looking from this angle, we have a new challenge: how to teach English in a society that does not value bilingualism? And how to work if the books do not provide the necessary skills development? For English teachers, this means that our efforts will be greatly and extremely needed. We must work in a new direction, pointing out the importance and relevance of teaching English in a communicative approach.

STARTING THE WORK

The first thing we have to consider when preparing an English activity concerns the text we will use. We will have to make a careful choice of the genre, the relevance and the authenticity of the text chosen.

It is important to have in mind that in a contextualized teaching environment, we will have to work with texts used in real life. Artificial texts, those created for the purpose of teaching, cannot, in fact, provide the students with interaction, which is necessary to promote learning.

Presenting authentic texts allows the student to work by practicing in a real context, understanding written conventions. Considering that the reading and writing processes are not passive, the conditions of reading, the genre and the size of the text are things that we will have to consider carefully.

When I thought of this project, I focused on the students from the public school where I worked. They are young people, between 11 and 14 years old, living in poor life conditions. Frequently, their families are big and problems such as drugs and alcohol are part of their lives.

Considering all the facts presented above, I have chosen a comic story and an opinion article as the text genres for this project.

The first activity attempts to contextualize the genre, inviting the students to participate in the lesson. It is very appropriate because it shows that reading is an interactive process.

Starting the reading activity, the use of nonverbal language (images/drawings) will help the students to be more confident about the task. Moreover, the students will have to make use of reading strategies such as skimming, scanning, use of previous knowledge, use of contextual clues and others. Besides this, the second genre chosen will allow the students to be more confident and interested too, since it has to do with their lives and their city.

VOCABULARY

According to McCarten(2007), materials can help students improve their vocabulary knowledge in a significant way. He argues that,

“...materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives.”(MCCARTEN, 2007)

In this way, it is important to choose activities that the students will empathize with, recognizing them as part of their world. This explains why I have chosen the crosswords activity and the matching one, as an attempt to motivate the students to participate, understanding that these kinds of tasks somehow cause a positive impact on their lives.

TEXT COMPREHENSION

The comprehension section aims at creating a friendly environment, calling the students to connect their recent learning experiences with the new task. Because of this and their English level, I have chosen multiple choice questions, in the first unit, which are meant to simply check their text comprehension. Concerning the second unit, I have chosen multiple choice and open questions, as I firmly believe that the students have to be encouraged to produce more and more.

GRAMMAR

What is grammar? Do we have to teach it? How to teach it? These were some questions discussed throughout the Diploma Course I took, which changed my mind regarding that subject.

Grammar is one important aspect of the English learning process, thus it needs to be worked on in class. However, how we work with it makes all the difference. We can choose between working in a deductive or an inductive way. In a deductive way, the teacher will not have much work to develop. He can only open the book, explain the grammar section and ask the students to perform the activities. On the other hand, in an inductive way the teacher and students will be invited to participate actively in the process. It will involve mental efforts, pattern finding, associative reasoning. From this standpoint, the teaching of grammar needs to be contextualized and the learners have to be exposed to the language in its real use. This means that when students work by practicing with contextualized texts, they will most likely increase their knowledge.

The grammar section presented in this work attempts to emphasize the use of the inductive perspective. Thus the aim of the activities is to involve the students with grammar indirectly. They will discover the rules, being engaged in the process as active participants.

...a person who knows a language has mastered a system of rules that assigns sounds and meaning in a definite way for an infinite class of sentences...of course, the person who knows the language has no consciousness of having mastered these rules or of putting them to use.(CHOMSKY, 1972)

SPEAKING AND PRONUNCIATION

How to teach pronunciation? There certainly are more effective ways to do it. We have to consider the context where the language is taught. There are certain interferences that we have to consider when teaching pronunciation, especially in relation the students' mother tongue.

John Wells leads us to think more carefully about how to teach English pronunciation in different contexts. According to him, the English language has its own specificities and problems such as unwieldy vocabulary, complex syntax, inconsistent and irregular orthography,

idiosyncratic phonetics. These characteristics are problematic for many learners and the problems to handle will not be the same around the world. They will be different because of the specificities of each language.

Then, what will teachers have to consider most when teaching pronunciation?

In this regard, Wells points out a trend that implies the use of phonology. He emphasizes that the use of phonetics and phonology by teachers must help students understand the specificities of English at the time of speaking.

The pronunciation and speaking sections proposed here are based on these ideas and intend to focus on the specificities of the students' L1 and those of L2 when practicing the English sounds.

Regarding the speaking section, the use of technology constitutes a useful tool for teaching English.

As tecnologias não servem unicamente para motivar as aulas, mas consistem, principalmente, em um poderoso meio para propiciar aos alunos novas formas de gerir e disseminar o conhecimento, de acordo com a formação que se deseja para futuros cidadãos.(DAMASCENO, 2012)

LISTENING

This section attempts to refer the students back to the other sections, also giving appropriate relevance and validity to the audio. I have chosen, for the first unit, a two-minute audio on which Monica is speaking about her life and friends. For the second unit, I have chosen a video produced by one foreigner, who is speaking about Belo Horizonte. Although the video has approximately seven minutes, it is very interesting and the ideas developed are well orchestrated with the rest of the unit.

WRITING

Why write? Whom to write to? Where does my text go? What is it about? How? What for?

The writing process is a complex system that involves planning, ideas and review. It depends on different types of knowledge: the alphabet/ lexis/ syntax; coordination between planning and writing; familiarity with the pattern and objectives of different types of texts; familiarity with the pattern and objectives of different genres.

All the complexity showed above has to be approached in class. The students will not acquire these skills without practice.

For this section, I decided to continue working with the genres chosen for each unit. I have tried to provide the students with the necessary tools so they can write according to the genres, supplying them with information needed to write appropriately. I have also attempted to be more specific when delivering them the instructions for the writing task. As I see it, this is extremely necessary because, as I have argued above, the writing process needs to take a lot of factors into consideration.

CONCLUSION

Teaching English is a challenge that we, Brazilians, have to confront each day. We definitely need the right tools to carry it out. We have to consider the obstacles facing us in a monolingual society and the importance of the use of authentic texts and the vast array of possibilities these real life texts will provide for our students.

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