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Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês – CEI

“SUPERNOVA” – Teaching English Creatively

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BELO HORIZONTE

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Introduction

Since the beginning of the CEI (*Curso de Especialização em Ensino de Inglês – Faculdade de Letras - UFMG*) course, students were aware that in the end, our final paper would be to come up with two coursebook units. The incredibly intense weeks of hard work were pervaded by multiple ideas and insights, in which I felt like that was not only going to help me a lot while creating my final paper, but also in my day to day practice inside the classroom.

For me, the experience was wonderful and extremely helpful, because I have been a teacher for quite some time, and lots of things that I was doing instinctively were theoretically explained to me. But most importantly, I realized that many other procedures in my teaching had so much room for improvement, and I had the opportunity to have them clarified to me. Rest assured, I can say that the whole course was enriching and enlightening! And now I feel I had the ability to come up with two interesting units that I hope will engage students. This material has been created without commercial purposes and cannot be reproduced, unless with previous consent from the author.

The name “Supernova” was a suggestion by a fellow teacher who knows how deeply I feel about my students, and how strongly I want to see them succeed, in their own way. According to NASA’s website a Supernova *“is the explosion of a star. (...) It happens where there is a change in the core, or center, of a star.”*

As teachers it is our role to guide and aid the learners to be the best they can be. So, with our guidance, they will be able to shine their own light, reaching for uncountable possibilities.

I wanted to create units which would appeal to most students. The main goal was to cater for upper-intermediate students’ needs, mainly teenagers; however, I believe that the content of the units would interest young adults as well.

The overall idea of the first unit is sports. But I wanted to get out of the common place, so the focus is on the Olympic and the Paralympic Games. Even if a learner is not really interested in sports, students will be able to know more about history of the games, and learn stories of overcoming disabilities, which are always inspiring.

The focus of the second unit is music, but in order not to create a really cliché unit, I got some really interesting material, about music's improvements to human health and a video about people who dislike music.

I think the chosen topics and especially the authentic material chosen to be a part of the units are extremely interesting. And since the main focus is to sparkle the students' interest in what they can learn inside a classroom knowing that that learning is meaningful and it will be part of their real life communication in English, the activities are quite dynamic and there are always hints of fun to them.

Something that was very frequent in my thoughts while the units were being elaborated was the matter of motivation. It can be rather challenging to engage teenagers and young adults in language classes, so the importance of motivation was paramount. Ellis (2004) says that there are two types of motivation; extrinsic motivation, the one students bring to the classroom and intrinsic motivation, "*generated inside the classroom through the choice of instructional activities*".

That being said, these coursebook units have the purpose to motivate students, taking into account distinct learning styles, catering to students with different perspectives and points of view, making sure that the English classroom is a safe environment for students to express themselves.



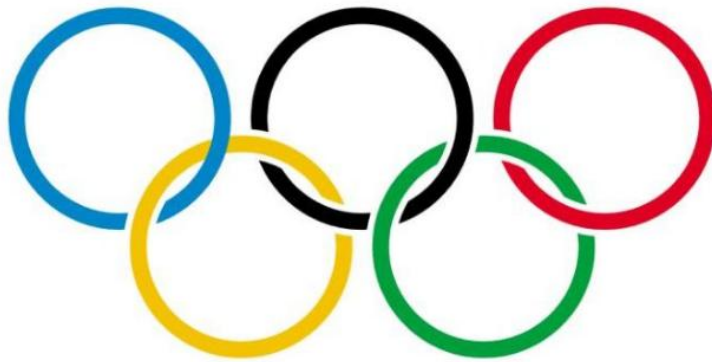
SUPERNOVA

TEACHING ENGLISH IN A MEANINGFUL WAY

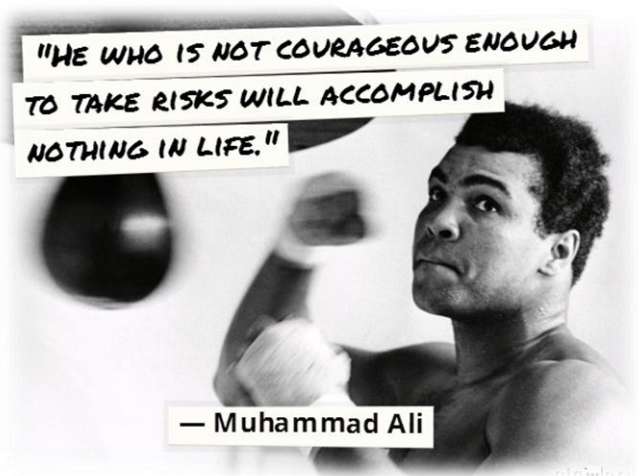
AUTHOR: ISABELA DIAS

unit 1

What we (don't) know



about the Olympic Games!



What we (don't) know about the Olympic Games!

LET'S
GET STARTED.



The Olympic rings in front of the headquarters of the International Olympic Committee in Lausanne (Switzerland).



1) In pairs, answer the following questions:

- ✓ Do you like watching the Olympic Games on TV?
- ✓ What is your favourite sport to watch? And to play it yourself?
- ✓ Would you like to go to a host country to watch the games in person?
- ✓ Do you know anything about the origin of the Games?

keep
going

→ Share your opinions with a different pair of classmates!

DID YOU KNOW?



The primary symbol of the Olympic Games is composed of five interlocking rings, coloured blue, yellow, black, green, and red on a white field, known as the "Olympic rings." The symbol was originally designed in 1912 by Baron Pierre de Coubertin, co-founder of the modern Olympic Games. According to Coubertin, the ring colors with the white background stand for those colors that appeared on all the national flags that competed in the Olympic games at that time.



2) Read the article:



17:00, 16 JUL 2012 | UPDATED 12:46, 30 JUL 2012 | BY STEVE ANGLESEY

M • Sport • Other Sports • London 2012 Olympics

Weird of the rings: bizarre facts about the Olympic Games

1. Australia's Henry Pearce stopped rowing in his 1928 Amsterdam games quarter-final to allow a family of ducks to pass safely in front of his boat. He still won the heat and took gold in the final.

2. The USA won basketball gold at Berlin in 1936, beating Canada by the unusually low score of 19-8. The game was played outside on a sand court in driving rain, making dribbling impossible.

3. Though modern Olympians shoot at clay pigeons, contestants in the 1900 Games took aim at real birds. More than 300 were killed, 21 of them by winner Leon de Lunden of Belgium.

4. Each country's national anthem will last a maximum of a minute if played during a medal ceremony. Bad news for Uruguay, whose anthem is six-and-a-half minutes long.

5. Contestants at the Ancient Games at Olympia competed in the nude.

6. Two real-life duels were fought as a result of disputes over scoring during the fencing competition at the 1924 Games.

7. Muhammad Ali - was so nervous about flying to Rome for the 1960 games that he bought a parachute from an army surplus store and wore it throughout the flight, often getting up to pray in the aisle.

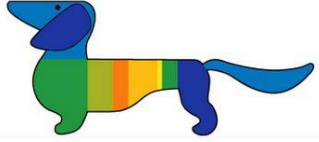
8. Waldi The Dachshund, created for the 1972 Munich Games, was the first Olympic mascot. He appeared in a variety of colour schemes, but none included red or black because those were the colours of Hitler's Nazis. Waldi proved so popular the 1972 Marathon route was arranged in the shape of his body.

9. Today's athletes follow a strict nutritional plan and watch what they eat, but before the Olympics in ancient Greece athletes mostly ate cheese.

adapted from <http://www.mirror.co.uk/sport/>

2.1 In pairs, decide which picture (a-i) best illustrates each fact (1-9):

a)



b)



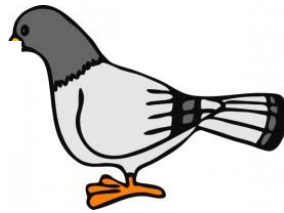
c)



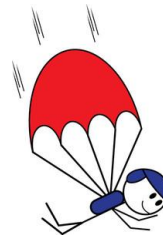
d)



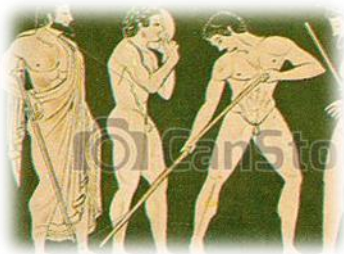
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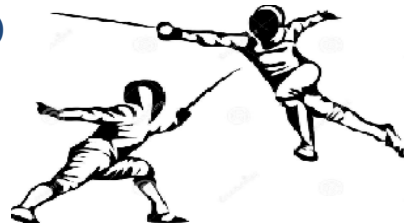
f)



g)



h)



i)





2.2

- a) In pairs, search the internet for some more interesting facts about the Olympic Games.
- b) Choose a fact that you find very surprising and make up one yourselves.
- c) Write them down in the boxes below:

A solid purple rectangular box intended for writing a fact.A solid blue rectangular box intended for writing a fact.

- d) Present both facts to your classmates and let them decide which is true and which is false.





READING COMPREHENSION

3) Guess:

Where did the Olympic Games start?

- a) U.S
- b) Egypt
- c) Greece
- d) Turkey

When did the Olympic Games start?

- a) 776 BC.
- b) 500 BC.
- c) 1525 BC.
- d) 200 BC.

What were the Games linked to?

- a) Agriculture
- b) Religion
- c) War
- d) Democracy



Share your guesses with the group!

Now, read the following text, taken from the official website of the Olympic Movement, and check if you guessed the answers correctly!



History of the first Ancient Olympic Games

According to historical records, the first ancient Olympic Games can be traced back to 776 BC. They were dedicated to the Olympian gods and were staged on the ancient plains of Olympia. They continued for nearly 12 centuries, until Emperor Theodosius decreed in 393 A.D. that all such "pagan cults" be banned.

1

Olympia, the site of the ancient Olympic Games, is in the western part of the Peloponnese which, according to Greek mythology, is the island of "Pelops", the founder of the Olympic Games. Imposing temples, votive buildings, elaborate shrines and ancient sporting facilities were combined in a site of unique natural and mystical beauty. Olympia functioned as a meeting place for worship and other religious and political practices as early as the 10th century B.C. The central part of Olympia was dominated by the majestic temple of Zeus, with the temple of Hera parallel to it.

2

The Olympic Games were closely linked to the religious festivals of the cult of Zeus, but were not an integral part of a rite. Indeed, they had a secular character and aimed to show the physical qualities and evolution of the performances accomplished by young people, as well as encouraging good relations between the cities of Greece. According to specialists, the Olympic Games owed their purity and importance to religion.

3

The Olympic victor received his first awards immediately after the competition. Following the announcement of the winner's name by the herald, a Hellanodikis (Greek judge) would place a palm branch in his hands, while the spectators cheered and threw flowers to him. Red ribbons were tied on his head and hands as a mark of victory.

The official award ceremony would take place on the last day of the Games, at the elevated vestibule of the temple of Zeus. In a loud voice, the herald would announce the name of the Olympic winner, his father's name, and his homeland. Then, the Hellanodikis placed the sacred olive tree wreath, or kotinos, on the winner's head.

Source: <http://www.olympic.org/content/olympic-games/ancient-olympic-games/history/>

3.1) Come up with headings for the sections of the text:

1. _____
2. _____
3. _____

3.2) Answer the following questions:

1. What was the aim of the Ancient Olympic Games?

2. What was the difference between the two Victory Ceremonies?



Read the following sentence:

"The Olympic victor received his first awards immediately after the competition."

Is it related to ...? Circle the correct time:

Past

Present

Future

Now read the sentence that follows it:

*"Following the announcement of the winner's name by the herald, a Greek judge **would** place a palm branch in his hands, while the spectators cheered and threw flowers to him."*

In this case, would is being used to

1) Talk about an imagined action or situation (something that is not real).

2) Talk about imagined situations or actions in the past.

3) Act as the past form of WILL.

4) Talk about things that happened regularly in the past.

According to your previous answer, can you think of some other type of grammatical construction you could use in a similar manner?

See if you can interchange the expressions in the following examples:

"The official award ceremony would take place on the last day of the Games."

or

"The official award ceremony _____ take place on the last day of the Games."

Language Corner

F·I·X·A·T·I·O·N

We can use " _____ would _____ + bare infinitive" to talk about
things that happened regularly in the past .

- "Whenever Mark was sad, he would go for a walk."

With this meaning, would is similar to "used to".

- "Whenever Mark was sad, he used to go for a walk."

**PRACTICE
MAKES
PERFECT!**

4) Complete the sentences about things that often happened in the past using **would** + one of the expressions in the box:

'help them catch' 'stay hydrated'
'watch sports'
'share her energy drink' 'be late'

1. Whenever Tommy was upset, he _____ on TV.
 2. Annie was very lazy. Every time she had volleyball practice she _____.
 3. Jane was very kind. Whenever her friends were playing tennis she _____ the balls.
 4. Mary was very generous. She _____ always _____ with her teammates.
 5. While training for the race, Ben _____ always _____.
-



LISTENING COMPREHENSION



5) In pairs, answer the following questions:

- ✓ What do you know about the Paralympic Games?
- ✓ Have you ever watched the Paralympic Games? If so, did you enjoy it?



DID YOU KNOW?

The first Paralympic Games were held in Rome, Italy in 1960 and featured 400 athletes from 23 countries.

The vision of the IPC, run by 200 members, is *'To enable para-athletes to achieve sporting excellence and inspire and excite the world.'*

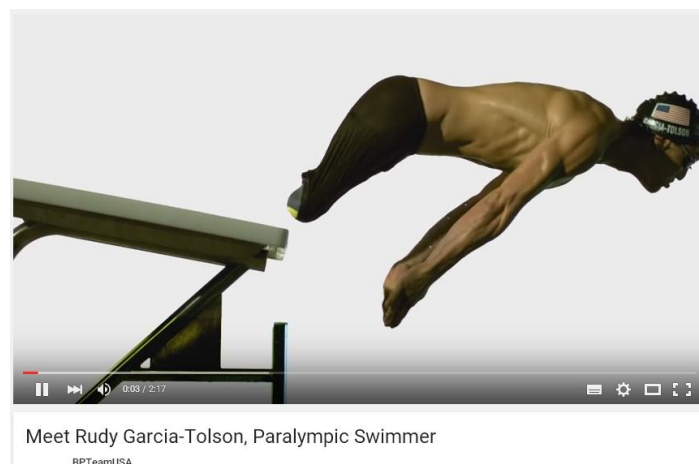
Since the Summer Games of Seoul, Korea in 1988 and the Winter Games in Albertville, France in 1992 the Games have also taken part in the same cities and venues as the Olympics due to an agreement between the International Paralympic Committee and International Olympic Committee.

5.1) You are going to watch an U.S Paralympic Swimmer's interview.

Before you watch Rudy Garcia-Tolson's interview discuss with a partner:

- ✓ What do you think motivates him the most?
- ✓ What do you think are the biggest challenges a para-athlete has to face?

5.2) Watch the video and answer: Did Rudy start as a para-athlete? How were his first experiences as a swimmer?



Video available on: <https://www.youtube.com/watch?v=P96Q-hjqT4>

5.3) Watch the video again, and in pairs answer the following questions:

1. What did Rudy claim to be his "chains"? Why?

2. What was his first goal?

3. What is his proudest moment so far in life?

4. Where does he get his confidence from?



If you are interested in Rudy's story, there are some other nice videos about him that you should watch!

<https://www.youtube.com/watch?v=l4l6W51oEaA> - *A Day in the Life: Rudy Garcia-Tolson*

<https://www.youtube.com/watch?v=zdZNcp6smY4> - *The Iron Man: Rudy Garcia-Tolson*



6. Seminar

- a) In small groups, find information about an Olympic or Paralympic athlete that you like or admire.
- b) Create a presentation to expose to the group facts, curiosities and interesting details about the athlete's life. Make sure to prepare what to say.
- c) While you watch the other groups' presentation, take notes of important details.

d) As a whole group, discuss what information was interesting about each of the presented athletes.



There is information here about the athletes:

<https://www.olympic.org/athletes>

<https://www.paralympic.org/athletes>

But feel free to look it up from other sources!



WRITING

7. Using the information from the seminar, write a report to your teacher, stating what you have learned about the presented athletes:

Suggested structure:



Introduction / Purpose

Explain why you are writing the report.

Content

You can divide this part in more than one paragraph. Write subheadings for each paragraph.

In here, you should present the information that was shared during the seminar. To make sure your register is appropriate, try to use the passive voice and an impersonal tone.

Make sure the reader can understand and learn from the seminar even though they weren't there.

Conclusion

Make clear what was the importance of the seminar.

Don't forget to use **would + bare infinitive** to talk about things that happened regularly in the past, whenever possible!



"Would + bare infinitive" can have the same meaning as "used to", but it is a little bit more formal!

Try to use both forms not to get repetitive!



Don't forget to write some notes to help you to organize your report. Brainstorm, draft, write your final version and then proofread before handing in to your teacher! If you are not feeling very secure about your work, ask a classmate to peer check it for you!



Circle the stars according to your progress!! 

Can I distinguish **would + bare infinitive** to talk about things that happened regularly in the past from other forms of would?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Could I comprehend the text, even with the presence of some unknown vocabulary?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Could I comprehend the video, even with the presence of some unknown vocabulary?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Can I share information about the Olympics and the Paralympics with my friends?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

unit 2



Without music, life
would be a mistake.

Friedrich Nietzsche

🎵 Music is what feelings sound like!

LET'S
GET STARTED.



1) In pairs, answer the following questions:

- ✓ How often do you listen to music?
- ✓ What is your favourite kind of music?
- ✓ What are your favourite bands and/or singers?
- ✓ How do you feel when you listen to music you love? And how about when you listen to music you hate?

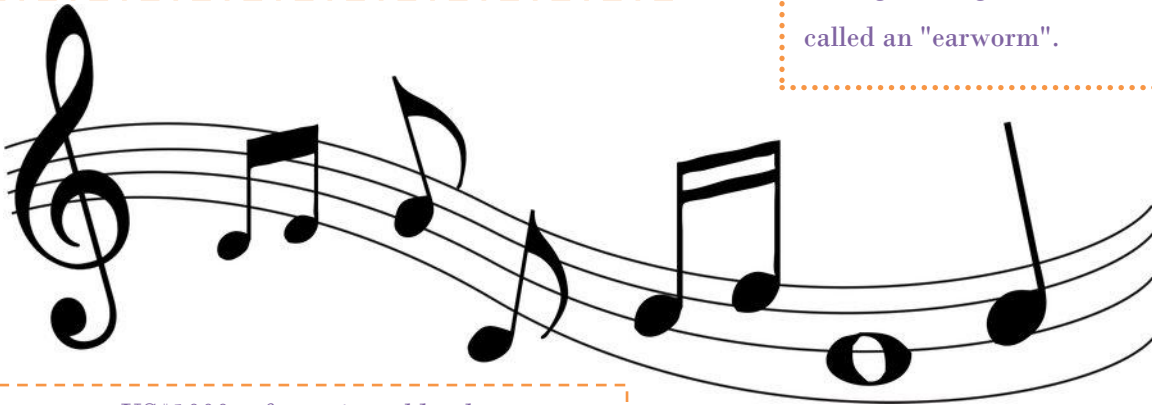
keep
going

→ Share your opinions with a different pair of classmates!

DID YOU KNOW?

Your favorite song is probably your favorite because you associate it with an emotional event in your life.

A song that gets stuck in your head is called an "earworm".



For every US\$1000 of music sold, the average musician makes just US\$23,40.

5% of people have a biological disdain for music, called "musical anhedonia".

Source: <http://www.factslides.com/s-Music>





READING COMPREHENSION



2) Can you guess the ways in which music can improve our health? Share your ideas with a partner and then read the text to check your guesses.



5 Ways Music Improves Our Health

By Jill Suttie



When I gave birth to my first-born, I listened to CDs of classical music in the hospital. I figured that music would help calm me and distract me from the pain.

You might use music to distract yourself from painful or stressful situations, too. Or perhaps you've listened to music while studying or working out, hoping to up your performance. Though you may sense that music helps you feel better somehow, only recently has science begun to figure out why that is.

Neuroscientists have discovered that listening to music heightens positive emotion through the reward centers of our brain, stimulating hits of dopamine that can make us feel good or even elated. Listening to music also lights up other areas of the brain —

in fact, almost no brain center is left untouched — suggesting more widespread effects and potential uses for music.

Music's neurological reach, and its historic role in healing and cultural rituals, has led researchers to consider ways music may improve our health and wellbeing. In particular, researchers have

looked for applications in healthcare — for example, helping patients during post-surgery recovery or improving outcomes for people with Alzheimer's. In some cases, music's positive impacts on health have been more powerful than medication.

Here are five ways that music seems to impact our health and wellbeing.

Music reduces stress and anxiety.

Research has shown that listening to music — at least music with a slow tempo and low pitch, without lyrics or loud instrumentation — can calm people down, even during highly stressful or painful events.

Performing music, versus listening to music, may also have a calming effect. In studies with adult choir singers, singing the same piece of music tended to synch up their breathing and heart rates, producing a group-wide calming effect.

Music decreases pain.

It's not clear why music may reduce pain, though music's impact on dopamine release may play a role. Of course, stress and pain are also closely linked; so music's impact on stress reduction may also partly explain the effects.

Music may improve immune functioning.

Can listening to music actually help prevent disease? Some researchers think so.

A study from Massachusetts General Hospital found that listening to Mozart's piano sonatas helped relax critically ill patients by lowering stress hormone levels.

According to a 2013 meta-analysis, authors claim that *“I think the promise of music as medicine is that it’s natural and it’s cheap and it doesn’t have the unwanted side effects that many pharmaceutical products do.”*

Music may aid memory.

Music enjoyment elicits dopamine release, and dopamine release has been tied to motivation, which in turn is implicated in learning and memory.

Evidence that music helps with memory has led researchers to study the impact of music on special populations, such as those who suffer memory loss due to illness. Results showed that those who listened to music improved significantly more on verbal memory and focused attention than those who did not.

Music helps us exercise.

According to sports researchers, *“Music has the capacity to capture attention, lift spirits, generate emotion, change or regulate mood, evoke memories, increase work output, reduce inhibitions and encourage rhythmic movement — all of which have potential applications in sport and exercise.”*

Adapted from:

http://www.huffingtonpost.com/2015/02/02/music-and-health-rock-on_n_6573132.html

Glossary:

Dopamine (noun):

a neurotransmitter in the central nervous system, acting within the brain to help regulate movement and emotion.

Sonata (noun): a composition for one or two instruments, typically in three or four movements in contrasted forms and keys.

Source: dictionary.com





2.1) Match the words taken from the text with their definitions:

somehow (adverb)

choir (noun)

synch (verb)

wellbeing (noun)

figure out (phrasal verb)

widespread (adjective)

~~elated~~ (adjective)

healing (noun)

heighten (verb)

lift spirits (idiom)

EXAMPLE: very happy or proud; jubilant; in high spirits - *ELATED*

1. distributed over a wide region, or occurring in many places -

2. the act or process of regaining health -

3. a good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity -

4. to synchronize; harmonize -

5. to cause happiness -

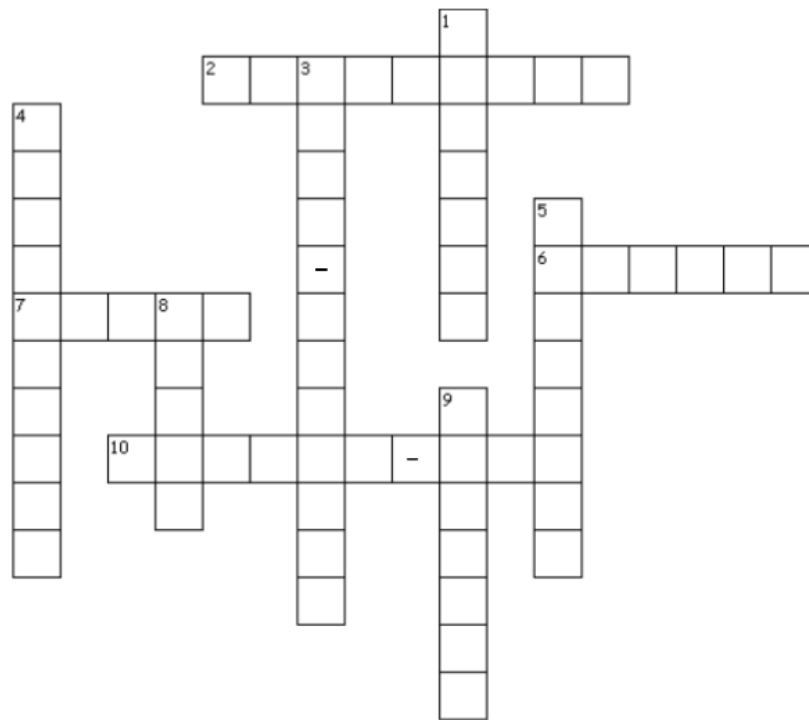
6. a company of singers -

7. to understand, solve -

8. in some way not specified, apparent or known -

9. to increase the degree or amount of; augment -

2.2) Using the words from the previous exercise, complete the crossword with a suitable word for each sentence:



Across

2. "He is really concerned with the _____ of his family."
6. "He felt _____ when he saw his baby boy for the first time."
7. "You can _____ your devices if you want."
10. "They need to _____ what they want to do with their lives, before it's too late!"

Down

1. "You have to do it for yourself. The _____ process starts with you!"
3. "Playing an instrument you love has the ability to _____!"
4. "There was _____ opposition to the election."
5. "We're trying to _____ the value of our work."
8. "She is really talented, therefore, and important asset to the _____."
9. "I'm not sure yet, but we'll manage to do that _____"



2.3) Now write 5 sentences using the words from the previous exercise:

3) Answer the following questions:

1. Does the author believe that the benefits of music towards humans' health have already been discovered in its totality?

2. Why did the author listen to music while she was giving birth to her son?

3. Have you ever used music for distraction purposes? What do you think about the research? Justify your answers.

3.1) In pairs, check for understanding of the text by summarizing the *five ways music seems to impact our health and wellbeing*.



Summarizing involves putting the main ideas into **your own words**, including only the main points.

Source: <https://owl.english.purdue.edu>



1

2

3

4

5



4) Pronunciation

/ch/

There are 3 ways to pronounce the /ch/ sound in English:

/tʃ/

The *majority* of English words spelled with **/ch/** are pronounced this way:

/tʃɜrtʃ/ church
/ˈtʃɪl drən/ children
/əˈtʃɪv/ achieve

/ʃ/

Some words that originated from the French language are pronounced **/sh/**:

/ˈpær əˈʃʊt/ parachute
/məˈʃɪn/ machine

/k/

Sometimes, when an **‘h’** is between a **‘c’** and a soft vowel (**e,i,y**) then the **‘ch’** combination is pronounced as /k/:

/ˈɑr kɪˈtɛkt/ architect
/ˈsɪŋ krəˈnaɪz/ synchronize

Now, pay attention to the pronunciation of these two words:

CHOIR

SYNCH

4.1) What is the correct pronunciation of the /ch/ sound in these cases?

() /tʃ/

() /ʃ/

() /k/



4.2) Can you think of other examples of /ch/ pronounced like that?
Write the words you can think of in the box.

/sɪŋk/ synch

/kwaɪər/ choir

keep
going

Share your examples with your classmates and
write their examples in your box, as well!

Great minds help each other!



LISTENING COMPREHENSION



5) In small groups, answer the following questions:



- ✓ Do you know anyone who does not enjoy music?
- ✓ What do you think are the reasons some people do not like music?
- ✓ How do you feel about people who don't like music? Do you think there is something "wrong" with them?



5.1) You are going to watch a video in which Discovery News Reporter Anthony Carboni talks about people who don't like music.



<https://www.youtube.com/watch?v=xICBW-lf4Sc>

Before you listen to what Anthony has to say, discuss with a partner:

Do you think people who don't like music have something physically different than the rest of the people who actually enjoy music?

5.2) Watch the first part of the video and answer the following questions:

1. What is "*amusia*"? Is it the case for all the people who do not enjoy music?

2. What is “*specific music anhedonia*”?

5.3) Watch the second part of the video:

1. How does Anthony relate people’s dislikes for food and music?

2. What does Anthony mention about the role of food in our society?

3. What does the research from the University of Colorado (*Unraveling the Mystery of Music: Music as an Evolved group process*) says about the role of music in our society?



WRITING



6) Imagine that a dear friend of yours absolutely hates music!

Write your friend a **letter**, trying to give reasons and explaining why you love music, and the importance of it in your life.



Writing a letter:

The first thing you should think about is *who* is receiving your letter. In this case, it is a close friend, so your letter can be quite informal and friendly!

Beginning the letter:

- Date the letter on the top left corner of the paper;
- Write a friendly salutation ("Dear" is a bit more formal, so you can just write "Hi" or "Hello" and your friend's name. End your greeting with a comma.)

Drafting the body:

- Begin with some pleasantries. The first paragraph of a friendly letter is usually warm and lighthearted.
- Say why you are writing and give reasons for your opinion. *Even if this specific letter you are trying to convince your friend of something, make sure that you respect them and is polite and caring.*

Closing the letter:

- Wrap it up. The last paragraph is usually lighter in tone than the body, but it should match the general feel of the entire letter. Try to end the letter on a note that will leave your friend with positive feelings.
- Write a closing. Like the salutation, it should be determined by your relationship with the recipient. (You can use: "Warmly", "Best wishes", "Take care", "Love", etc.)
- Follow the closing by signing your name.

Adapted from: <http://www.wikihow.com/Write-a-Friendly-Letter>



Don't forget to write some notes to help you to organize your letter. Brainstorm, draft, write your final version and then proofread before handing in to your teacher. If you are not feeling very secure about your work, ask a classmate to peer check it for you!

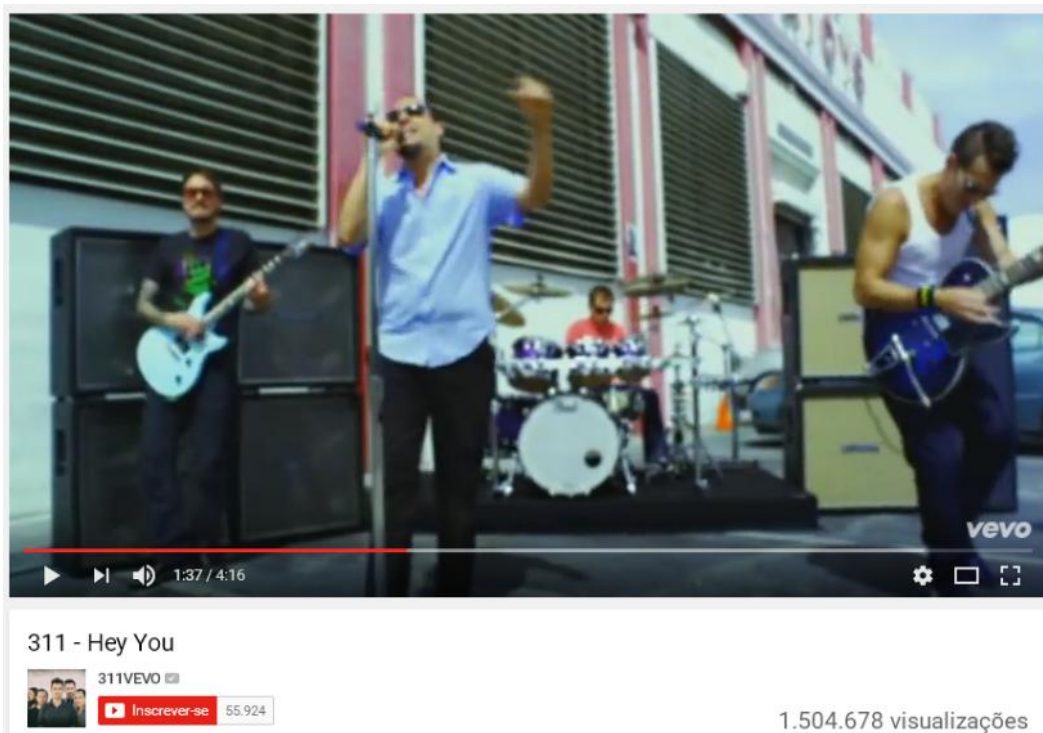
Write your letter:





You are going to watch a video clip and listen to a song named “Hey You”, by the American band 311. The song is about a person’s relation to music.

Enjoy!



<https://www.youtube.com/watch?v=CPu1iunLZZo>

Hey You

311

Produced by: Bob Rock

Album: Uplifter

You've changed your tune many times, since we met
But I always recognize you, you are part of me
I feel you whether in Jamaica or in the angel city
You're such a gift to me, ooh

Hey you, I gotta tell you my long time friend
I think of all those years you saw me through tears and the good times that we spend
Hey you, you're my constant companion
You always let me explain just what I am sayin' and we've just begun

I've got one wish for this music to be an uplift
And I need an uplift to deal
And there are few songs all the people can sing along
And one song, come along and sing it for real, ooh

As I wander around, town to town, lost and found
When so many many others come and go (come and go)
Your sweetness pulls me through (ooh, ooh, ooh)

Hey you, you never turned your back on me
Ahh, when I gave up on myself
Hey you, you never turned your back on me
Ahh, when I gave up on myself
Hey you, what would the world be like
Ahh, without you around
Music you're my constant companion, ahh



Circle the stars according to your progress!!



Can I use all the words practiced in the vocabulary section with ease?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Can I pronounce correctly the different "ch" sounds?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Can I tell my friends about the 5 ways music improves our health and explain to them the concepts of amusia and specific music anhedonia?



Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!

Can I write letters to my friends?



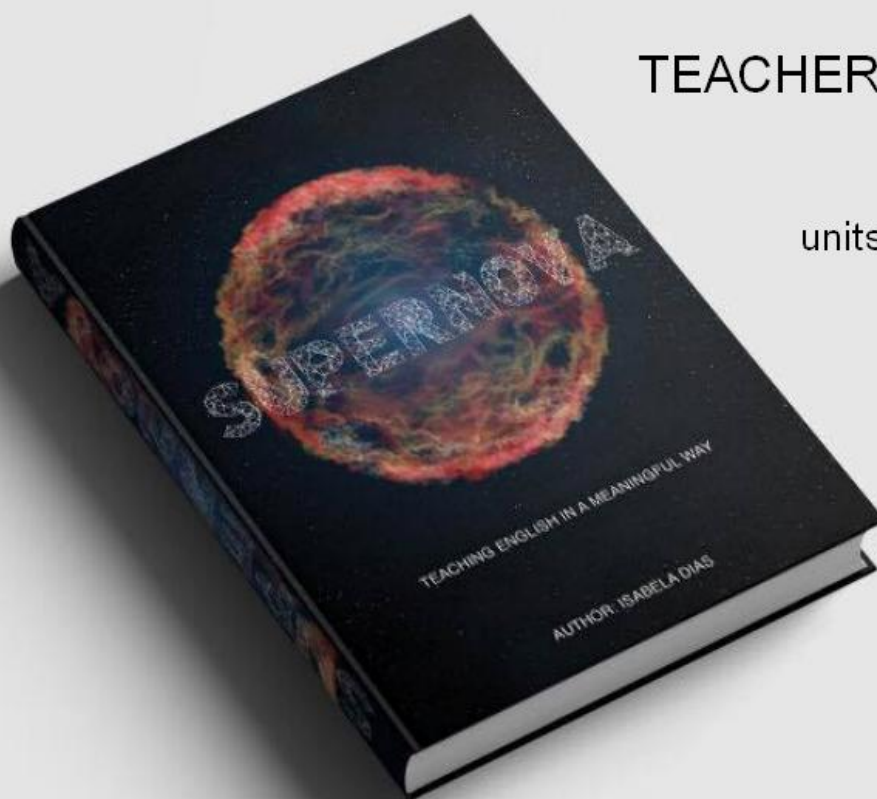
Yes! Definitely YES!



Yes, but there is still some room for improvement!



Not really! I should work a bit harder!



Unit 1: What we (don't) know about the
Olympic Games!

Unit 2: Music is what feelings sound like!

Getting to know the material:

LET'S GET STARTED.

It's the starting point of the unit. When you see this, don't forget to warm your students up and start a class with an engaging lead-in activity. You can use the one suggested in this guide or come up with a different one, more suitable for your students.



You will see this throughout the units, and whenever this symbol is there, your students will have the opportunity to speak. It may be in open or closed pairs, groups or a whole class activity. This will appear in other skills' sections as well, not necessarily only in a speaking section. The goal is to have students using their communicative abilities as far as it is possible.



This symbol signalsizes that there is a follow up task to the activity the students have just done. Sometimes, if you believe it is advisable you can skip it, however, there are many "Keep going" activities that are extremely important. It's up to you to cater for your students' needs.

DID YOU KNOW?

This section presents curiosities and fun facts about the topic of the unit. You can use this only as extra information or come up with an activity using the data in the section. Students are usually curious, so this new piece of information may work as stimulus for the search of new knowledge.



READING COMPREHENSION



LISTENING COMPREHENSION



WRITING

These are the sections where the students will have the opportunity to really work on their skills. Activities tend to be related to one another, and the final task is expected to be meaningful to students, what can really motivate them.



This section teaches grammar inductively in a way students do not feel bored or overwhelmed. The questions are extremely straightforward, and that gives students confidence to come up with the rules themselves. It is extremely advisable that the teacher only give students the answers after they have tried alone or in pairs to decide what is the rule or the pattern. Be a guide and a motivator, your students will thank you later!

PRACTICE MAKES PERFECT!

Once the students have learned the rules and patterns, they should practice in a more controlled way. So in this part of the unit, you will ask them to use what they have just learned in a way that will motivate them because they will be able to succeed. The goal here is to practice and start the consolidation process.



Now it is time for students to produce language in a less controlled way. They will have to use the new grammar and/or vocabulary they have learned in the unit, and present to the teacher a task, which means an outcome. This may be a piece of writing, or a presentation, group work. There are many possibilities. What is important here is to guide your students, but to let them do their jobs, because when it comes to that, they will be perfectly capable of succeeding on their own.



In this section you will be able to introduce new vocabulary in a fun way, so students won't get overwhelmed. New vocabulary is presented in ways that students can guess what the words mean, by inferring and elimination, in a meaningful manner.

This section is always followed by a "Practice makes Perfect!" and a "Hands on" section, in which students will be able to practice the new vocabulary, and then produce language with it.



This section will aid your students to improve their pronunciation. There are some sounds that are quite challenging for learners and in here you should guide them using the guidelines in the book. Since pronunciation is usually something learners tend to dislike (because it is difficult), try to ease the process and make it enjoyable.



In this section students are supposed to have fun and enjoy language in non-challenging way. Since it is only a fun extra activity it is not compulsory, but it is possible that learners will enjoy a less controlled encounter with the language, so try to use it. You can save it and use it as filler or even as a warm-up before starting a new unit.



This symbol may appear in different sections of the unit as a friendly reminder or some helpful tips for students. The goal here is to help and guide them, and to give them a sense of collaboration, as they should see the book and the teacher as allies.



In the end of each unit students will have the opportunity to rethink their progress and their work and analyze how well they have learned the content of the unit. Let your students do that alone, and if you decide that you want them to share their opinions with you, make sure you will receive their self-assessment in an unbiased way, because there are the ones in control here. But then, of course, you can help them, by giving them extra material, exercises or only by acknowledging their strengths or weaknesses.

Unit 1 - What we (don't) know about the Olympic Games!

Let's get started.

WARM-UP

To put your students in the mood for the lesson, pair them up, or divide them in small groups and ask them to write as many sports as they can remember in a piece of paper in one minute. Then, they can compare their answers with the whole group.

LEAD-IN

1.

Ask students to answer the questions in #1 in pairs. When they are done, they can share what they have discussed with a different pair of classmates.

Extension Idea: Ask the pairs to tell an interesting story about either watching the Olympic Games or practicing a sport to their peers. They can make up the story or tell a true one, and the others have to guess if the story actually happened or not. You can pair weaker students to stronger ones so they won't be too nervous while sharing with the group.

Did you know?

The primary symbol of the Olympic Games is composed of five interlocking rings, coloured blue, yellow, black, green, and red on a white field, known as the "**Olympic rings**." The symbol was originally designed in 1912 by Baron Pierre de Coubertin, co-founder of the modern Olympic Games. According to Coubertin, the ring colors with the white background stand for those colors that appeared on all the national flags that competed in the Olympic Games at that time.

Suggested Activity: you can ask your students to try to list a number of countries they can remember the flags and to guess if they competed in the Olympic Games when the rings were designed.

Alternative Treatment: bring pictures of flags to class and ask students to tell you or guess where they are from and then students can search for information if those countries competed in the Olympics.

2.

PRE-READING

According to the title of the text “*Weird of the rings: bizarre facts about the Olympic Games*”, ask students if they can predict a fact from the text.

Alternative Treatment: ask students to look at the pictures that follow the text before reading, and if they can come up with any interesting facts themselves using what they have seen in the pictures.

READING FOR GIST

Ask students to glance at the text, read quickly and then talk in pairs what they have learned while reading the text. You can elicit from

students interesting information they have found in the text, and to check if any of the predictions were correct.

2.1

READING FOR SPECIFIC INFORMATION

Ask students to read the text again and, in pairs, match the short texts with the pictures.

<u>Answers:</u>
1 – b; 2 – i; 3 – e; 4 – d; 5 – g; 6 – h; 7 – f; 8 – a; 9 – c.

Speak Up

2.2

a, b, c) In pairs. Ask students to search the internet for some more interesting facts about the Olympic Games and to choose one that they find it very surprising and to make up one themselves. After writing the facts in their books, the pairs should share the facts with their peers and let them decide which is true and which is false.

Reading Comprehension & Speak Up!

3.

PRE-READING

Students guess the answers to the questions and discuss with the group about their chosen answer.

Alternative Treatment: you can write students' answers on the board to see which alternative has the most guesses.

READING FOR SPECIFIC INFORMATION

Students read the text silently and check their guesses.

<u>Answers:</u>
Where did the Olympic Games start? <u>Greece.</u>
When did the Olympic Games start? <u>776 BC.</u>
What were the games linked to? <u>Religion.</u>

3.1

Tell students to read the text one more time, carefully, and to come up with headings for the sections.

<u>Open Answers.</u>
Accept any answer that makes sense and it is related to the topic of the section. Discuss with your students their options.

Extension Idea: You can have a class election for the best heading.

3.2

Give students time to go back to the text before answering the questions. Before class checking the answers ask students to compare in pairs their responses.

<u>Answers:</u>	
1.	<p><u>The Olympic Games</u> were closely linked to the religious festivals of the cult of Zeus, but were not an integral part of a rite. Indeed, they had a secular character and <u>aimed to show the physical qualities and evolution of the performances accomplished by young people, as well as encouraging good relations between the cities of Greece.</u> According to specialists, the Olympic Games owed their purity and importance to religion.</p>
2.	<p>The Olympic victor received his <u>first awards immediately after the competition.</u> Following the <u>announcement of the winner's name by the herald, a Hellanodikis (Greek judge) would place a palm branch in his hands,</u> while the spectators cheered and threw flowers to him. <u>Red ribbons were tied on his head and hands as a mark of victory.</u></p> <p>The <u>official award ceremony</u> would take place on the <u>last day of the Games, at the elevated vestibule of the temple of Zeus.</u> <u>In a loud voice, the herald would announce the name of the Olympic winner, his father's name, and his homeland.</u> Then, the Hellanodikis placed the sacred <u>olive tree wreath, or kotinos, on the winner's head.</u></p>

All about Grammar

Write on the board: “*The Olympic victor received his first awards immediately after the competition.*”

Give students time to analyze the sentence and ask them to complete the task, stating that the sentence is related to the *PAST TIME*.

Tell students to read in their books the sentence that follows the one they have just analyzed and say why would is being used in that specific case.

<u>Answer:</u>

#4 – Talk about things that happened regularly in the past.

Give students time to think, and to complete the gaps by themselves. Then, they can compare their answers in pairs or small groups.

<u>Answers:</u>

According to your previous answer, can you think of some other type of grammatical construction you could use in a similar manner?
--

<u>“USED TO”</u>

See if you can interchange the expressions in the following examples:

“The official award ceremony <u>would</u> take place on the last day of the Games.” or “The official award ceremony <u>USED TO</u> take place on the last day of the Games.”

After checking the answers, ask students to refer to the language corner box.

Practice makes Perfect!

4.

Tell students to return to the box of rules before answering the questions. They should answer individually and can compare their answers before class checking with the aid of the teacher.

Alternative Treatment: for weaker classes you can ask students to do it in pairs.

Answers:

1. Whenever Tommy was upset, he **would watch sports** on TV.
2. Annie was very lazy. Every time she had volleyball practice she **would be late**.
3. Jane was very kind. Whenever her friends were playing tennis she **would help them catch** the balls.
4. Mary was very generous. She **would always share her energy drink** with her teammates.
5. While training for the race, Ben **would always stay hydrated**

Listening Comprehension & Speak Up!

WARM-UP

To put your students in the mood for the lesson, bring to the class slips of paper with Olympic sports' names in it (there is a list with suggestions below). Give each student a slip of paper so they can play Hangman in pairs.

Alternative Treatment: with small groups you can play this as a whole class game.

List of Olympic Sports:
Archery; Athletics; Basketball, Boxing; Diving; Fencing; Football; Golf; Handball; Hockey; Rowing; Rugby; Sailing; Swimming; Tennis; Water Polo; Wrestling.
Sports taken from https://www.olympic.org/sports

LEAD-IN

5.

Ask students to discuss in pairs the questions in #5.

Extension Idea: When they are done, they can share what they have discussed with a different pair of classmates.

Did you know?

The first Paralympic Games were held in Rome, Italy in 1960 and featured 400 athletes from 23 countries.

The vision of the IPC, run by 200 members, is *'To enable para-athletes to achieve sporting excellence and inspire and excite the world.'*

Since the Summer Games of Seoul, Korea in 1988 and the Winter Games in Albertville, France in 1992 the Games have also taken part in the same cities and venues as the Olympics due to an agreement between the International Paralympic Committee and International Olympic Committee.

Read the curiosities with the students and discuss them as a whole group.
Then, show them the following video:

<https://www.youtube.com/watch?v=tuAPPeRg3Nw>



It is a very interesting and touching video, with lots of heartfelt images. You can use it to draw your students' attention to the topic of overcoming disabilities and transforming weaknesses in strengths.

5.1

Now you tell your students that they are going to learn more about a para-athlete named Rudy Garcia-Tolson. Before watching the video, ask students to discuss the questions. Here is some extra information about Rudy's life that you can share with your students. (Taken from https://en.wikipedia.org/wiki/Rudy_Garcia-Tolson)

Rudy Garcia-Tolson (born 1988) is a Paralympic swimmer, runner and triathlete from the USA. He was born with popliteal pterygium syndrome, resulting in a club foot, webbed fingers on both hands, a cleft lip and palate and the inability to straighten his legs. As a 5 year old wheelchair user, after 15 operations, he decided he would rather be a double amputee and walk with prosthetics. He had both legs removed above the knee.

Garcia-Tolson started swimming at age 6. When he was eight years old, he stated that he would swim in the 2004 Paralympic Games. He was true to his word and won the gold medal in the 200 meter individual medley and broke the world record for his SM7 class.

In 2008 Beijing Paralympics, when he was 20, he again won the gold medal in the 200 meter Individual Medley event, breaking his own SM7 world record twice in the process. He also won bronze medal in 100m breaststroke SB7. He also runs and competes in triathlon.

In 2003, Garcia-Tolson was named one of Teen People Magazine's "20 Teens Who Will Change the World". He was the subject of The Final Sprint's December 2006 "Success Story"; a monthly column that aims to highlight remarkable and factual accounts of runners who have overcome major obstacles and/or

changed their lives via running. He has won several awards, including the Arete Courage in Sports Award and the Casey Martin Award from Nike. Following his success at Ironman Arizona, he was nominated for an ESPY Award in 2010.

5.2

LISTENING FOR GIST

<https://www.youtube.com/watch?v=P96Q-hjgT4>

Tell your students they should watch the video enjoying the overall message, and for now they should focus on grasping the general idea of the interview. Ask them to answer the two questions orally after watching the video.

5.3

LISTENING FOR DETAIL

Show the video one more time to your students and ask them to answer the questions after re-watching and talking with a partner.

Answers:

1. What did Rudy claim to be his "chains"? Why?

His legs. Because as soon as his legs were amputated he was able to be free.

2. What was his first goal?

To beat a kid with legs in a swimming competition.

3. What is his proudest moment so far in life?

Winning a gold medal in 2004, at the Paralympic Games in Athens.

4. Where does he get his confidence from?

From people doubting him. He said that when you prove people wrong you start to feel confident.

Extension Idea: if time allows, you can show your students some other videos about Rudy's life, and use them as a great conversation topic, since it is quite an inspiring lesson, of overthrowing difficulties and being successful.

<https://www.youtube.com/watch?v=I4l6W51oEaA> - A Day in the Life: Rudy Garcia-Tolson

<https://www.youtube.com/watch?v=zdZNcp6smY4> - The Iron Man: Rudy Garcia-Tolson

Speak Up & Seminar

6. Ask students to do some research about interesting athletes, to create an oral presentation to share the information with their classmates. If you are pressed for time, ask them to bring the research from home. The oral presentation would be a proper moment to assess speaking skills. Make sure students take notes from all the presentations since they will need to do a follow-up activity.

Writing & Hands on

7.

Students will have to use the information from the seminar to do this activity. After getting the information necessary to write the report, read with your students the suggested structure and make sure that they know what to do. Brainstorm with them if they know other possible ways of writing reports, and what are the characteristics of a report.

Remind your students to read the tip boxes carefully, since they are very helpful and give straightforward advice.

Draw students attention to the fact that they will be assessed in the use of “**would + bare infinitive**” to talk about things that happened regularly in the past.

If you decide to do the writing task in class (what is advisable, so you can aid your students in whatever they need), pair up students and tell the partners to proofread each other’s work.

Monitor students while they are writing.

Self-Assessment

When you finish the unit, you should allow your students time to consider and understand their progress. Keep in mind that the students are the ones who should decide how well they have performed.

Once they are done, you have the option to ask your students to share their conclusions with you, or keep them to themselves. If you choose to ask them to share, be sure to have strategies to aid them in their weaknesses and praise them for their efforts.

Unit 2 - Music is what feelings sound like!

Let's get started

WARM-UP

Write music types in scrambled letter order on the board. Students work in pairs and write the words correctly.

Here is a list to help you:

List of music genres:
Hardcore; Indie Rock; Blues; Country; Classic; Dance; Electronic; Dubstep; Reggae; Jazz; Techno; Hip-Hop; Instrumental; Reggaeton; Britpop; Dancehall; Ska; Heavy Metal.
http://www.musicgenreslist.com/

Extension Idea: Ask students to list any other music types they can think of. This is a warm-up activity but you feel that you have a group of passionate learners, let them take their time. This will keep them interested for the rest of the unit!

LEAD-IN

1.

Ask students to discuss in pairs the questions in #1. When they are done, they can share what they have discussed with a different pair of classmates.

Extension Idea: If time allows, you can ask your students to share a personal story with the group of a moment that music was very important in their lives.

Did you know?

A song that gets stuck in your head is called an "earworm".
For every US\$1000 of music sold, the average musician makes just US\$23,40.
5% of people have a biological disdain for music, called "musical anhedonia".
Your favorite song is probably your favorite because you associate it with an emotional event in your life.

Suggested Activity: read the curiosities with your students and give them time to discuss them. Make sure they have understood and elicit from them other interesting facts they may know.

Reading Comprehension

2.

PRE-READING

According to the title of the text “5 Ways Music Improves Our Health”, ask students if they can predict what these ways are and if they have ever experienced something like that. Ask learners to discuss with a partner their guesses.

READING FOR GIST

Ask students to read the text quickly and then discuss in pairs if their guesses were correct, and what is surprising about the text. Then, with the whole group, you can elicit from students interesting information they have discovered from the text and check if any of their guesses were correct.

Words... Words... Words...

2.1

Have students find the words and expressions that are in the box in the text, and then to infer their meanings, according to the context in the text and the definitions available.

Tell students to try individually, eliminating the ones they are sure so in the end they'll have less options. Then, ask them to pair check and then elicit from them writing the correct answers on the board.

Alternative Treatment: you can take dictionaries to the classroom as have your students search for the definitions of the words. However, that is not the best treatment here, since it would be advisable for students to infer the meaning of the words from context.

<u>Answers:</u>
1. distributed over a wide region, or occurring in many places - WIDESPREAD
2.the act or process of regaining health - HEALING
3.a good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity - WELLBEING
4.to synchronize; harmonize - SYNCH
5.to cause happiness – LIFT SPIRITS
6.a company of singers - CHOIR
7.to understand, solve – FIGURE OUT
8.in some way not specified, apparent or known - SOMEHOW
9.to increase the degree or amount of; augment – HEIGHTEN

2.2

Give students time to complete the crossword individually and then to check their answers in small groups.

<u>Answers:</u>
Across
2. "He is really concerned with the WELLBEING of his family."
6. "He felt ELATED when he saw his baby boy for the first time."
7. "You can SYNCH your devices if you want."
10. "They need to FIGURE OUT what they want to do with their lives, before it's too late!"

Down
1. "You have to do it for yourself. The HEALING process starts with you!"
3. "Playing an instrument you love has the ability to LIFT SPIRITS! "
4. "There was WIDESPREAD opposition to the election."
5. "We're trying to HEIGHTEN the value of our work."
8. "She is really talented, therefore, and important asset to the CHOIR. "
9. "I'm not sure yet, but we'll manage to do that SOMEHOW. "

2.3

Make sure your students have understood the words and their usages and ask them to write sentences whichever words they like. Ask them to sweep their sentences with a classmate so they can peer-check their work.

Alternative Treatment: you can ask each student to read one of their sentences aloud. If there are sentences which are incorrect, ask the class to help you correct them, but **don't forget to praise your students' effort** either way!

3.

Reading Comprehension

READING FOR SPECIFIC INFORMATION

Ask students to read the text again and, individually answer the questions. You can ask them to compare their answers with a partner before class-checking.

<u>Answers:</u>
1. No. Line 10, 3 rd paragraph - <i>“Listening to music also lights up other areas of the brain — in fact, almost no brain center is left untouched — suggesting more widespread effects and potential uses for music.”</i>
2. Line 2, 1 st paragraph – <i>“I figured that music would help calm me and distract me from the pain.”</i>
3. Personal answers – <u>This is a great discussion topic, so make sure to explore it with your group!</u>

3.1

Read the tip box with your students and make sure they understand what “Summarizing” is.

Then, pair up your students and ask them to **briefly** summarize each of the ways music impacts our wellbeing mentioned in the text.

There are no right or wrong answers, but make sure that students haven’t drifted away from the original idea.

Alternative Treatment: you can ask the pairs to switch their work so they can peer check and see if they have the same ideas.

Say it Loud

4.

Draw your students’ attention to the fact that the “ch” combination of letters has more than one pronunciation.

Write on the board the examples they have in their books. This should help the visual students. Show them each case, saying the words clearly and asking them to repeat. Remind them that there are **always** exceptions.

4.1

Ask students to read the words out loud and then choose the appropriate sound.

<u>Answer:</u>
(x) / k/

4.2

Ask students to think of words with the /k/ sound for “ch”.

<u>Examples:</u>
school /skul/
chorus /ˈkɔrəs/
anarchy /ˈænərki/
archive /ˈɑrkɑɪv/
scheme /skim/
ache /eɪk/
echo /ˈɛkoʊ/
chemist /ˈkɛmɪst/

chord /kɔrd/
character /'kærɪktər/

Extension Idea: If time allows, you can ask your students to look up the dictionaries the phonetic transcription of the words they have written down in their boxes.

Listening Comprehension & Speak Up!

WARM-UP

Ask students to guess what type of music their classmates dislike, and to share stories of when music was a nuisance in their lives.

Alternative Treatment: you can separate your class in small groups and play hangman with music types.

LEAD-IN

5.

Ask students to discuss in pairs the questions in #5.

Before watching the video ask students to discuss if they think that people who don't like music have something physically different than the rest of the people who actually enjoy it.

<https://www.youtube.com/watch?v=xICBW-lf4Sc>

5.1

LISTENING FOR DETAIL

Ask students to read the questions before watching to the first part of the video. Pause it at 2:00 min.

Accept students' explanations with their own words, but for your reference, there is the part of the script where you can find the answers below:

<u>Answers:</u>
1. 0:30 – “(...) <i>people just can't process music, they don't understand pitch, they can't remember or recognize a song. It can be something that someone is born with or something that comes from damage to the brain.</i> ” – This is not the only case of dislike for music.
2. 1:30 – Specific Music Anhedonia is the “ <i>inability to experience pleasure from music.</i> ”

Check answers before moving to the next question.

5.2

LISTENING FOR DETAIL

Ask students to read the questions before watching the rest of the video.

Accept students' explanations with their own words, but for your reference, there is the part of the script where you can find the answers below:

Answers:

1. 2:00 – “(...) *we know that people have different interests than us, asking around the office I found out people were fine if someone didn’t like TV, sports, or reading, or a bunch of other activities. But no one seemed to be cool with people who didn’t enjoy music or food.*”

2. 2:15 – “*Food is required for survival; there is a community aspect to it. Early societies were built around the sharing of food and now, our cultural clocks are built around meal breaks and family dinners. It is not just linked to physical survival, it seems to have a link to social survival.*”

3. 2:43 – “(...) *music might have a similar social component in our development as a species. The researchers say that music was a form of social communication, a way to signal a group’s shared emotional state. The study shows that people who more strongly feel the need to belong to groups, also feel a stronger emotional connection to music.*”

Extension Idea: This is a very rich topic for discussion, so it is extremely advisable to use the information learned from the video to sparkle an interesting discussion amongst your students.

Writing & Hands on

6.

LEAD-IN

Before starting #6, ask your students to think about why they love music and the importance it has in their lives.

Read through the task with the class. Read the “*Writing a Letter*” tip box with them as well, and make sure they know exactly what to do. Tell your students to use the tip boxes, and make sure they are aware they can refer back to it whenever necessary.

If you decide to do the writing task in class (what is advisable, so you can aid your students in whatever they need), pair up students and tell the partners to proofread each other’s work.

Once students have written a draft, ask them to swap with a partner and read each other’s work to check for the correct layout, clear and straightforward opinions and proper register. Then, they can give feedback to each other and rewrite their letters.

Sit Back & Relax

EXTENSIVE LISTENING

In this section, the main goal is to make students have fun and enjoy authentic language in use. In this unit, there is a video clip, of a very meta song, since it is a song that describes a person’s relationship with music.

At first, you may believe they are singing about a friend, family member or a lover, but in the end it is clearer that the topic of the song is music itself. Play the song, or show your students the video, let them follow the

audio script in their books and if you wish, you can discuss the song with them. If you decide not to, that is okay too, since the objective here is to have your learners relax and listen to a song for pleasure.

Alternative Treatment: if time allows or if you feel the need to extra practice speaking or listening with your students, you can use the song as an extra asset. You can photocopy the lyrics erasing some words and have your students to fill in the gaps while they listen, or you can play parts of the song and have them predict who the song was written to.

Self –Assessment

When you finish the unit, you should allow your students time to consider and understand their progress. Keep in mind that the students are the ones who should decide how well they have performed.

Once they are done, you have the option to ask your students to share their conclusions with you, or keep them to themselves. If you choose to ask them to share, be sure to have strategies to aid them in their weaknesses and praise them for their efforts.

Rationale

The cornerstone of the pedagogical units created for this final project is the communicative approach, or communicative language teaching (CLT). This means that language in this context is supposed to be a resource for real-life communication, other than a restricted miming and repeating of input language.

As stated by Harmer (2012) “*CLT focuses **more** on content than on form; it concentrates on how successfully students can communicate, rather than on whether they are speaking or writing correctly.*” That is one of the reasons why the activities created for the units were based on functions, as a way of describing how we use language. The focus is on “*the use of language and its meaning for the people who are in the context where it is used.*” (Spratt; Pulverness; Williams, 2011).

The activities were designed with the purpose to enhance and upgrade students’ communicative competence, which includes the following aspects of language knowledge:

“Knowing how to use language for a range of different purposes and functions; Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).”
(RICHARDS, 2006)

The decision to select themes that may be considered clichés was a conscious one. The goal was to appeal to the highest number of students. Nevertheless, the themes are studied in a different perspective, with the desired result of breaking some paradigms. Hence, the objective to create something appealing to diverse people but also instigating that requires critical thinking, was hopefully achieved.

The activities were designed dynamically and in integration, providing students with the possibility to use language, to interact with peers and teacher at all times. It is argued that

“Communicative Language Teaching focuses on the idea that people get language if they have opportunities to use it, and that if students have a desire to communicate and a purpose for communicating (rather than just practising a grammar item), then language learning ‘will take care of itself’.” (HARMER, 2012)

The units are divided into sections, and each of these sections is explained in detail in the beginning of the teacher’s guide. Regardless of the main purpose of each section, it is the teacher’s role to scaffold students learning and to make them understand that the skills in real life communication are integrated, as Hinkel (2006) mentions

“In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners’ communicative competence.” (HINKEL, 2006)

Both units start with a *“Let’s get started”* section, in which students know that from that point on a new topic of discussion will be presented. Throughout the units, there are many *“Did you know”* sections, with curiosities that the teacher can use as it pleases; *“Keep Going”* sections, with extension ideas to keep the students working; and also *“Tip”* boxes with tips regarding what is being learned. There are specific skills categories in each unit, *“Reading Comprehension”*, *“Listening Comprehension”* and *“Writing”*, and all around these units there are always the symbol of the *“Speak Up”* section, meaning that you should transform every skill zone into an integrated abilities activity, as mentioned above.

The *“All about grammar”* is the part of the unit that teaches new grammar structures inductively; *“Words...Words...Words...”* is the presentation of new vocabulary taken from context; *“Practice makes perfect”* is the actual practice of new language or structures; and in the *“Hands On”* section language can be produced.

There is also the pronunciation zone, *“Say it Loud”* where students can understand different sounds and learn to replicate them, and the *“Sit Back & Relax”* is a section for students to have contact with authentic language in a non-controlled and fun way. In the end of each unit, students have the chance to answer some *“Self-Assessment”* questions, and to rethink and analyze their own progress.

Speaking

The activities in the units are highly communicative, but in order to make them less overwhelming to students, they are mostly combined into other sections of the units, considering that *“in meaningful communication, people employ incremental language skills not in isolation but in tandem”* (HINKEL, 2006).

According to Spratt, Pulverness and Williams (2011), speaking encompasses many subskills, such as making use of grammar, vocabulary and functions; using connected speech and body language; producing different text types; oral fluency and self-correction and interactive strategies.

In order to bolster the use of discourse to promote communication, the activities were designed to have students discussing the topics as much as possible. In the teacher's guide there are also some extra ideas, if the teacher feels like their class needs supplementary practice, while also practising some other skill. This was done to create practical conversations, as to *“To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication.”* (HINKEL, 2006)

Listening Comprehension

On a daily basis, and even in a controlled environment such as the classroom, students tend to listen much more than speak. Listening is a receptive skill, which means students are not expected to produce language itself, however, it is believed that the impact of *“the input in the aural-oral mode accounts for a large proportion of successful language acquisition.”* (BROWN, 2003)

The listening activities from the units in this coursebook were designed to be very integrated with the other skills, so students not only will have to make meaning out of what they listen, they will also need to discuss that stretch of speech and answer some questions about it.

The activities were divided into listening for gist, in which learners should grasp the overall meaning of the message and listening for detail, when students are supposed to identify a specific piece of information to answer a question. Brown (2003) mentions

some stages that may be considered throughout a listening activity, they are: *comprehending of surface structure elements such as phonemes, words, intonation or a grammatical category; understanding of pragmatic context; determining meaning of auditory input; developing the gist, a global comprehensive understanding.*

Reading Comprehension

It can be a controversial topic, teaching reading in the L2 classroom, because it is argued that people already have reading skills in their own L1. I strongly disagree with that, and I believe to be highly beneficial for students to have reading activities in the classroom and not only that, but students should be deeply encouraged to read extensively, for pleasure in L2.

Considering that the main purpose of the activities is communication, authentic material plays a large role in that, because there are real world texts, which students can encounter easily outside the classroom. This can bring students a sense of reality and also achievement, and that can be tremendously beneficial.

It is also important to bring to class texts about topics students might be already familiarized with, because *“the ability of reading comprehension lies not only in the reader’s linguistic knowledge but also in their general knowledge concerning the reading materials.”* (ZHAO, 2014). It can be extremely frustrating to students not knowing anything about the topic of the text, and this will only demotivate them.

It is also important to ask engaging questions about the written piece the students are reading, and ask them to complete meaningful tasks. Reading for the sake of reading can be quite a wonder for many people, but not everyone thinks so. Inside a classroom is important to make sure all your learners feel comfortable, so even if they don’t enjoy reading as much, they will have to complete comprehension questions or infer vocabulary

from the text. Gao (2008) says *“the point is to experience the relationship between language use and task fulfillment.”*

Writing

Having the ability to write really well is a gift not many people have, even in mother tongue. That is why, demanding students to write perfectly in L2, can be problematic. It is up to the teacher to guide students, ask them to write purposeful and substantial pieces, providing them with models and language to complete the task. The two main writing tasks from the units were designed to be a “responsive” type of writing.

Brown defines it as tasks that

“Require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines and other guidelines. Under specified conditions the writer begins to exercise some freedom of choice among alternative forms of expression of ideas” (BROWN, 2003.)

That is what is asked in the units. In the first one, students should write a report. There is a specific guideline in there, students can follow the suggested structure, and use the grammar point studied in the unit. It is supposed to be a meaningful task, as a follow up to the seminar they have held in previous classes. In the second unit, students are asked to write an informal letter, about a topic they have been discussing throughout the whole unit. In the tip box there is all the guidance they need and detailed explanations of how to write the letter. That being said, students are supposed to feel free to express themselves in a way that suits them, providing they follow the instructions that are there specifically to aid them.

Grammar

The selected approach to present new grammar is the inductive approach. It is considered to be very modern and consists in a style of teaching where the new grammatical structures or rules are presented to the students in a real language context (GONER, PHILLIPS, WALTERS, 1995.) In this case, students might feel more comfortable with the grammar structures without feeling held back or overwhelmed by a large amount of regulation.

The new language presented in context followed by activities in which students are supposed to analyze the patterns, come up with rules, verify their understanding and then practice the new language is very motivating due to the fact that students have a feeling of ownership of their learning processes.

The grammar structure studied in Unit 1 is something that was present in the authentic text, original sentences were taken into isolation and after some close analysis and comparison with the context, students are able to make up the rules for themselves. “*Grammar teaching does not have to be dull*” (GERNGROSS, PUCHTA, THORNBURY, 2006), and I am categorically sure that when students feel like they participate rather than just listen to a rule they can hardly make meaning of, the results are much more positive.

Vocabulary

Learning vocabulary while studying an L2 is extremely important. Really young learners start their language acquisition process merely by learning different sets of lexical items. Nonetheless, in every level of proficiency is crucial to be in constant enhancement of vocabulary knowledge, since

“Learning the vocabulary of a language is important simply because it is mainly the vocabulary which carries meaning. You can usually convey what you want to say through vocabulary alone, with minimal grammar – but not the other way around.” (UR, 2012)

Considering the fact that when learning a mother tongue the amount of exposure to language is enormous and that is not the reality for most English learners, because their situation of being inside a classroom a few hours a week “*does not provide the sheer quantity of exposure to the target language, spoken or written, that is needed in order to ‘pick up’ large amounts of vocabulary in the same sort of natural way that native speakers do.*” (UR, 2012) That being said, it is up to the teacher to indulge students’ needs, present new vocabulary on a regular basis and also recycle the vocabulary the students have already acquired.

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