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Say what you mean, mean what you say!

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Say what you mean, mean what you say!

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

Belo Horizonte
2012

A minha mãe,
por ter me ensinado que fé é persistência, simplicidade é beleza e amor é compreensão.

AGRADECIMENTOS

A todos que contribuíram para a realização deste trabalho, fica expressa aqui a minha gratidão:

Aos meus colegas de classe pelos momentos de interação e rica troca de experiências.

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Introduction

When people start to learn a foreign language, they do it for many reasons and in many different ways. Some people acquire a second language simply because they have to. Other people do it just because they really want to. In fact, when a foreign language is taught in a classroom, chances are that the students will have access to “artificial materials” which do not reflect real life language usage. Such materials can give an impression of “reality”, and once the students find themselves trying to communicate in common, everyday situations they may feel lost. To some extent, this approach is valid and it may work in some cases. But when we think about learning a language from a more critical perspective, artificial materials often lack the crucial features that lead the students to think and act critically. As an alternative, teachers are now encouraged to work with authentic materials that better reflect the language that native speakers really use to communicate their ideas and feelings.

In accordance with this proposition, ***Say what you mean, mean what you say!*** is an attempt to expose the students to more realistic and practical materials that promote a variety of activities to help them understand the English as it is really spoken in the real world. Each unit has different sections that are connected to a contemporary topic. The syllabus encompasses different aspects of the learning process, including pronunciation and self-assessment. Special attention is drawn to important features of the language itself, such as common sayings and differences in usage. The students are also encouraged to work cooperatively throughout the units in order to realize how interaction and language learning are intertwined. Each unit is followed by a Teacher’s Guide that brings the answers to the activities, suggestions, tips and extra resources. There is also a test booklet encompassing listening, reading, writing and vocabulary from the unit.

At the end of this lesson plan you will find a DVD containing a digital version of the units as well as the video selections that are used.

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I hope you enjoy it!

Cristiano Paiva

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"Say what you mean, mean what you say!"

Cristiano Paiva

Unit 1

"Food for thought: you are what you eat!"

Dear students, in this unit you are going to...

... improve your vocabulary about food.



...learn how to express yourself using common sayings.



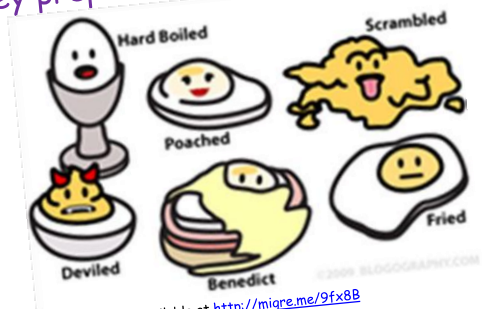
... learn different ways of pronouncing the [t] sound.



... travel around the world on a plate.



... learn how different people describe the way they prepare and serve their food.



"Food for thought: you are what you eat!"

Getting into the mood!

1. Look at the pictures below. Check (✓) the one showing the type of food you like more.

(A)



Available at <http://migre.me/9h714>
Accessed on May 4, 2012

(B)



Available at <http://migre.me/9fzRU>
Accessed on May 4, 2012

2. What is your favorite kind of food? Is it healthy or unhealthy?

3. Do you think that what you eat matters? Why or why not?

4. *Breakfast like a king, lunch like a prince, dine like a pauper.* Do you follow this piece of advice? Why or why not?

I'm all ears!



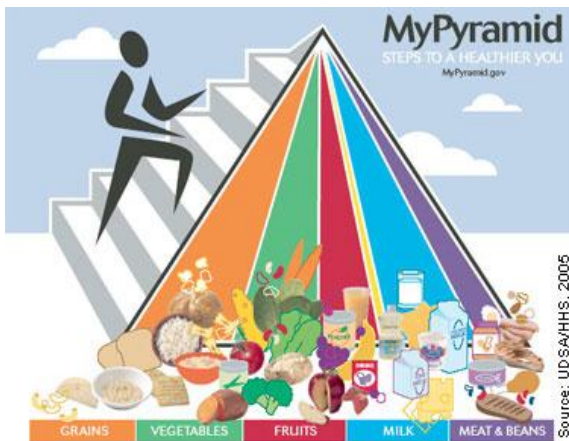
1. Watch the following video. What is the USDA's new food icon? Check (✓) the correct answer.



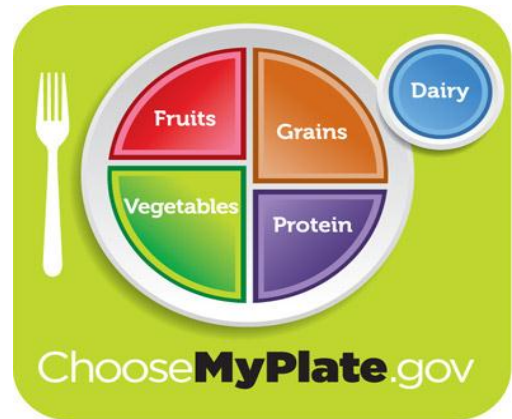
(A)

Available at <http://migre.me/9h73a> - Accessed on January 24, 2012

(B)

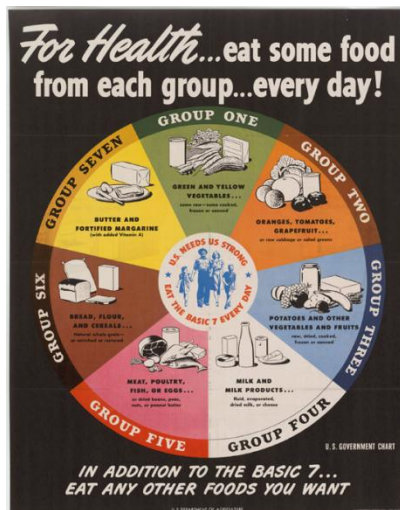


Available at <http://migre.me/9h75c>
 Accessed on January 25, 2012



Available at <http://migre.me/9h76V>
 Accessed on January 25, 2012

(C)



Available at <http://migre.me/9h7b3>
 Accessed on May 29, 2012



2. Watch the video again. Check (✓) the statement(s) that is (are) correct.

- (A) It is simple to stay healthy, active, and fit.
- (B) *My Plate* is a new diet program for those who want to lose weight faster.
- (C) *My Plate* symbolizes mealtime and the food groups (fruits, vegetables, grains, protein and dairy).
- (D) The new icon introduced in the video will be used together with the old one.

Get your tongue around it!



Listen to these sentences taken directly from the video.

*For Americans to live happy, productive lives, it helps to stay healthy, active and fit, which is really **pretty** simple.*

*It's easy and what we eat **matters!***

Pay attention to the [t] sound of the words highlighted in the sentences above. Americans pronounce it with a [t̥] sound, as we do in Portuguese with the sound of the letter "r" in the word **cara** ['kar̃].



Now practice saying these words aloud:

butter ['bʌt̥ə]

lettuce ['let̥.ɪs]

eating [i: t̥ɪŋ]

By word of mouth!

1. **Odd one out:** circle the word that does not belong to the corresponding food group.

- (A) **fruit:** cabbage - grape - apple - watermelon
- (B) **vegetables:** spinach - lettuce - pork - pea
- (C) **grain:** rice - oats - quinoa - cheese
- (D) **protein:** beef - lentils - pork - chicken
- (E) **dairy:** meat - yogurt - milk - butter

2. Look at the following sentence taken from the *Getting into the mood!* section: *Breakfast like a king, lunch like a prince, dine like a pauper.* This sentence is what is known as a **saying**. A saying is...

- (A) ... a group of words that has a particular meaning when used together.
- (B) ... a repetition of what someone else has said or written before.
- (C) ... a group of words that when used together form a wise statement.

3. Look at these common sayings related to food. Can you think of an equivalent saying in Portuguese?

(A) Saying: *man does not live by **bread** alone*

Example: I have everything money can buy and I'm still very sad. Man does not live by **bread** alone.

Equivalent in Portuguese: _____

(B) Saying: *it is no use crying over spilled **milk***

Example: Gosh, I missed the last flight to New York! Oh well, it is no use crying over spilled **milk**.

Equivalent in Portuguese: _____

Read up!

1. Before reading the article, check (✓) the sentences that are true for you personally:

(A) I try not to eat more than necessary. ()

(B) I really enjoy preparing my own meals. ()

(C) I prefer to drink soda instead of water or juice. ()

(D) I follow a regular eating routine based on a low-calorie diet. ()

(E) I tend to order healthier food when I eat out. ()

2. Read the article below and choose the most appropriate title for it.

- (A) How can physical activities help you?
 (B) How can you change your eating habits?
 (C) How can you lose weight faster?

To eat a healthy diet, you may need to make some changes. Remember that you can change your eating habits a little bit at a time. Small changes are easier to make and can lead to better health.

Here are some ways to make healthy changes in your eating habits:

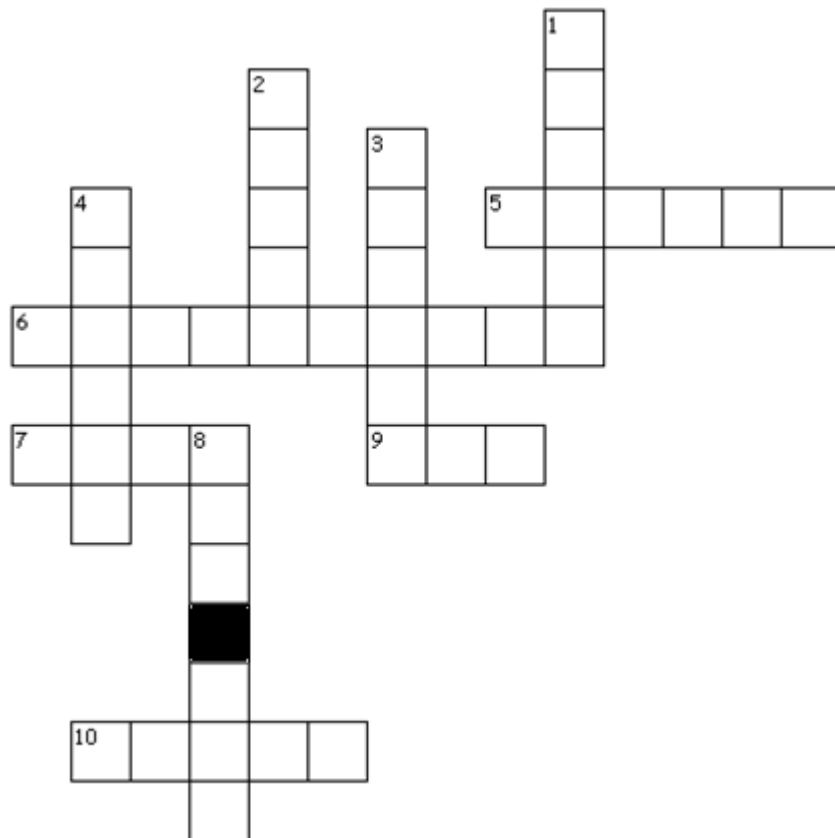
- Keep more fruits, low-fat dairy products (low-fat milk and low-fat yogurt), vegetables, and whole-grain foods at home and at work. Focus on adding healthy food to your diet, rather than just taking unhealthy foods away.
- Try to eat a family meal every day at the kitchen or dining table. This will help you focus on eating healthy meals.
- Buy a healthy-recipe book, and cook for yourself. Chew gum when you cook so you won't be tempted to snack on the ingredients.
- Pack a healthy lunch and snacks for work. This lets you have more control over what you eat.
- Put your snacks on a plate instead of eating from the package. This helps you control how much you eat.
- Don't skip or delay meals, and be sure to schedule your snacks. If you ignore your feelings of hunger, you may end up eating too much or choosing an unhealthy snack. If you often feel too hungry, it can cause you to focus a lot on food.
- Eat your meals with others when you can. Relax and enjoy your meals, and don't eat too fast. Try to make healthy eating a pleasure, not a chore.
- Drink water instead of high-sugar drinks (including high-sugar juice drinks).

Available at <http://miqre.me/9h7dk> - Accessed on January 26, 2012

3. Check (✓) the option (s) which is (are) **NOT** mentioned in the text.

- (A) Demand for healthy foods is increasing. ()
- (B) Taking food from home to eat at work is a good way to control the things you eat. ()
- (C) Having a regular eating routine is important to make you think less about food. ()
- (D) When having a snack, you should take the food from the package and put it on a plate. ()
- (E) In order to lose weight you should consume more liquid than solid foods. ()

4. Complete the crossword puzzle with words taken from the article.



Clues Across 

5. feeling the need to eat because there has been a period of time when you have not eaten
6. one of the parts in a mixture
7. an occasion when food is served or eaten, esp. breakfast, lunch, or dinner, or the food itself on such an occasion
9. to put food into the mouth, chew it, and swallow it
10. a small amount of food, esp. when eaten between meals

Clues Down 

1. a thick, liquid food made from milk with bacteria added to it, that is slightly sour but is sometimes made sweet and flavored with fruit
2. a flat dish on which food is served or from which it is eaten
3. a set of instructions telling you how to prepare and cook a particular food, including a list of what foods are needed for this
4. the uncomfortable or painful feeling in your stomach caused by the need for or lack of food
8. containing only a small amount of fat

Definitions taken from the Cambridge Dictionary Online
Available at <http://dictionary.cambridge.org/>
Accessed on May 5, 2012

Crossing borders!

"THE WORLD ON YOUR PLATE"

Eating out is a nice way to experience other cultures. We can travel around the world when we try different dishes. People who live in cities like New York can visit many countries on the same day just by crossing the streets and ordering a nice meal in a typical restaurant.

1. Let's travel together: take a look at these delicious dishes and decide where they are originally from. Choose a country from the box. There is an extra option.

**Italy - Mexico - China -
India - Morocco - Brazil**



(A)

SAMOSAS,
from _____.

Available at <http://migre.me/9h7fk>
Accessed on April 19, 2012

[...] These snacks are made of meat, potatoes, vegetables, and spices stuffed inside pastry dough and fried in oil.

(B)

FEIJOADA,
from _____.



Available at <http://migre.me/9h7hl>
Accessed on April 19, 2012

[...] It's a stew of black beans, pork, and spices. Pigs' feet and ears are sometimes included in the mix.



(C)

ENCHILADA,
from _____.

Available at <http://migre.me/9h7ml>
Accessed on April 19, 2012

[...] In this rich dish, a soft corn tortilla is stuffed with shredded cheese, onions, chilies, and sometimes meat. It's either broiled or fried and topped with salsa and cheese.



(D)

RISOTTO,
from _____.

Available at <http://migre.me/9h7to>
Accessed on April 19, 2012

[...] This creamy, starchy rice dish is made by gradually adding boiling liquid, usually broth, to Arborio rice and sautéed onions. It's cooked al dente (firm to the bite). Vegetables and seafood are often added during the cooking process.

(E)

DIM SUM,
from _____.



Available at <http://migre.me/9h7xb>
Accessed on April 19, 2012

[...] This meal is usually eaten as breakfast or lunch at a restaurant. Waiters push around trays loaded with noodles, dumplings, vegetables, and meat. Diners are served bite-sized portions in small bamboo cups.

Adapted from <http://migre.me/9h7Dl> - Accessed on April 19, 2012

2. What about you? Have you tried any international dishes before? If yes, did you like it? What was it like? If not, would you like to try any? Which one(s)?

What's language for?

I. Read this paragraph taken from the *Crossing borders!* section:

"In this rich dish, a soft corn tortilla *is stuffed* with shredded cheese, onions, chilies, and sometimes meat. It's either *broiled* or *fried* and *topped* with salsa and cheese."

Think about what you just read and choose the correct alternative to complete the sentences below:

1. The above description of *Enchiladas* focuses on:

(A) **how** this dish is made.

(B) **who** makes it.

2. When we describe the way people prepare their meals, we can use the **Passive Voice**, with the verb _____ in the _____ and another verb in the _____.

(A) be / past simple / past simple

(B) be / present simple / past participle

3. List five examples of **Passive Voice** from the section *Crossing borders!*

(A) _____

(B) _____

(C) _____

(D) _____

(E) _____

II. Now read this article taken from the Internet:

Where Are Bananas Grown?

Bananas are one of America's favorite fruit, enjoyed by everyone from babies to senior citizens. They are nutritious, delicious, and highly portable, so they are a great snack to eat on the run. [...]

[...] In all, **bananas are grown** in more than 100 countries in the tropics and subtropics. Europe and the United States are the regions to which the exports are shipped. [...]

Adapted from <http://migre.me/9h7J7> - Accessed on May 4 2012

We also use the **Passive Voice** to draw attention to the topic we are interested in.

1. Use the past participle of the verbs from the box to complete the extracts below in the **Passive Voice**:

speak locate eat consider find make serve

(A)

There are two types of bananas: fruit and plantain. [...]. You must cook plantain varieties; they should not be _____ raw.

Adapted from <http://migre.me/9h7J7> - Accessed on May 5, 2012

(B)

[...] It's a typical drink in Rio Grande do Sul that tastes like tea. Chimarrão is served in a "cuid", which is _____ from the shell of a native plant of the region, the "porongo". [...]

Adapted from <http://migre.me/9h7O5> - Accessed on May 5, 2012

(C)

[...] Sake is _____ in a small, usually ceramic flask called a *tokkuri*. It's usually bulbous with a narrow neck, but there are other types, such as *katakuchi*, which looks somewhat like a tea kettle.[...]

Adapted from <http://migre.me/9h7QQ> - Accessed on May 5, 2012

(D)

French is _____ an international language not only because it is _____ in dozens of countries, but also because it is one of the official working languages in many international organizations [...]

Adapted from <http://migre.me/9h7Sy>
Accessed on May 5, 2012

(E)

[...] The northern Brazilian area where the *açaí* berry can be _____ is _____ in the Amazon rain forest. The berry is a staple food among those who live in and near the rain forests.[...]

Adapted from <http://migre.me/9h7Uz> - Accessed on May 5, 2012

2. How is the typical food/drink from your region prepared and served?

Let's have a word!

1. Work in pairs and take turns asking and answering the following questions about eating habits.

A. Why do you think it is important to have a healthy diet?

B. Do you ever eat junk food?

C. What are the risks of having an unhealthy diet?

2. Now report your partner's answers to the rest of the class:




"José thinks that having a healthy diet is important to live longer. He hates junk food and ..."

Write it up!

- ✓ Think about healthy eating habits.
- ✓ In pairs or groups of three, create a poster containing an icon that supports a campaign to encourage people to adopt healthier eating habits.
- ✓ Be creative and try to use some of the new words or expressions that you learned in this unit.
- ✓ The posters will be displayed on the walls of the school during the celebration of Culture Day.

Let's think about it!

Think about what you learned in this unit and check the icon that best represents you.

Now I'm able to...			
...make conscious eating choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have a discussion about food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...express myself using the sayings we studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...pronounce the sound [t̃].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recognize and use passive voice in the present simple tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beyond the classroom!

To learn more about good eating habits and regulations on healthy food consumption in Brazilian schools, check out these sites:

- ✓ <http://www.choosemyplate.gov/>
- ✓ http://www.crn9.org.br/uploads/file/Lei%20Federal%2011_947-09.pdf

Unit 1: “Food for thought: you are what you eat!”
Teacher’s guide

Level: Pre-intermediate (young adults and adults)

Class 1 – 60 minutes

Getting into the mood! (20 minutes)

First step: “Raising awareness”

 **5 minutes**

Write the italicized words on the board. Draw a chart with two columns. Write “*healthy food*” in the first column and “*unhealthy food*” in the second one. Ask a volunteer to go to the board and write the words in the correct place. Check the answers with the class.

healthy food

unhealthy food

<i>French fries</i>	<i>fruit</i>	<i>hamburger</i>	<i>soda</i>	<i>skimmed milk</i>
<i>doughnuts</i>	<i>vegetables</i>	<i>hot dog</i>	<i>fish</i>	<i>salad</i>

Answers:

Healthy food: fruit / skimmed milk / vegetables / chicken / salad

Unhealthy food: French fries / hamburger / soda / doughnuts / hot dog



Tip: If you want to improve your students’ vocabulary, justify the answers in this exercise when you correct them:

“French fries are unhealthy because they contain a lot of fat.”

“Fruits are healthy because they are full of vitamins.”

(Correct this activity orally.)

Second step: Have the students form small groups. Ask them to do the activities in the **Getting into the mood!** section. Walk around the room monitoring and assisting if necessary.

 **15 minutes**

1. Call the students’ attention to the pictures in this exercise. Ask them to find at least four items from the vocabulary of the previous activity before they check their choices.
Answers to this exercise will vary.

2. Encourage the students to talk more about their answers by asking follow-up questions when you correct this activity: “Does it contain chemicals?”, “Is it rich in calories?”, “Is it organic?”, “Is it genetically-modified?”

Answers to this exercise will vary.

3. At this point remind the students that bad eating habits can have terrible consequences. Ask them to give examples of some diseases associated with the things people eat (*diabetes, high blood pressure...*)

Answers to this exercise will vary.

4. Explain that in this sentence **breakfast** and **lunch** are verbs. Give other examples of common words that can be either verbs or nouns: work – dance – rain – plant. When the students are finished, ask some of them to read their answers aloud.

Answers to this exercise will vary.

I’m all ears!

 7 to 10 minutes

 You will find the audio script in the *Teacher’s Guide*, on page 25.

(The students work alone.)

1. Play the video. The students should watch and answer the question.

 (DVD, track 1)

Answer: alternative (B).



Tip: If it is necessary, tell the students the meaning of icon in this context: “a person or thing that is famous because it represents a particular idea or way of life”

Definition taken from: Cambridge Learner’s Dictionary Online
Available at <http://dictionary.cambridge.org/> – Accessed on May 6, 2012

Give examples of famous Brazilian icons: Ronaldinho, *Havaianas* or ask the students to do so.

After correcting this question ask: “Which icon in this exercise is not shown in the video?”

Answer: alternative (C).

2. Play the video again. Students will watch and listen for details.

 (DVD, track 1)

Answer: alternatives (A) and (C).

Get your tongue around it!

 7 to 10 minutes

 (DVD, tracks 2 and 3)

Tell the students that differences in pronunciation patterns may exist. Take Brazil and Portugal as an example and show the students that despite of speaking the same language, we do not pronounce some words in the same way. Brazilians say “**esperança**” whereas Portuguese people say “**esp’rança**”. Read the words aloud and ask the students to repeat them.

Option: Tell the students to work in pairs and write one sentence with all the words from this exercise. Ask volunteers to read their sentences to the rest of the class, paying attention not only to the pronunciation of the words in isolation, but also to the rhythm and intonation of the words in the sentence. Ask them: *“Which sentence is the most creative?”*



Tip: The following websites present a range of pronunciation activities. If you have a computer laboratory at your school, prepare a class using these interactive tools. Your students will love it!

<http://www.learnersdictionary.com/pronex/pronex.htm>

http://cambridgeenglishonline.com/Phonetics_Focus/

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

By word of mouth!

No more than 20 minutes

(The students work alone.)

1. This exercise is pretty simple because the students are already familiar with the vocabulary. Take the opportunity to review the use of:

(A) **meat:** muscles and other soft parts of animals, used as food

(B) **beef:** the meat of a cow

(C) **pork:** meat from a pig

(D) **chicken:** the meat of a chicken

Definitions taken from: Cambridge Learner's Dictionary Online
Available at <http://dictionary.cambridge.org/> – Accessed on May 6, 2012

Option: You can also ask the students to do some research on the use of these words.

Answers: (A) cabbage (B) pork (C) cheese (D) lentils (E) meat

2. Remind the students that this sentence offers a piece of advice. Ask them to express the same idea in their own words.

Answer: alternative (C).

3. Ask the students if they have a favorite saying. If so, ask them to find out if there is an equivalent saying in English.

Common sayings: *“beauty is in the eye of the beholder”, “union is strength”, “all that glitter is not gold”.*

Answers:

(A) “Nem só de pão vive o homem”. (B) “Não adianta chorar sobre o leite derramado”.

Class 2 – 60 minutes




Read up!

 Total of 35 minutes

First step: “Raising awareness”

 10 to 20 minutes

Print copies of this questionnaire beforehand and give them to the students. Have the students work in small groups and ask them to answer the questions individually. After completing the task, encourage them to share their results with the other people in their group.

Good and Bad Habits Questionnaire				
I...	Always	Sometimes	Never	
1. ... exercise every day.	1.0	0.5	0	
2. ... smoke.	0	0.5	1.0	
3. ... eat fattening food.	0	0.5	1.0	
4. ... eat low-fat food.	1.0	0.5	0	
5. ... drink alcohol.	0	0.5	1.0	
6. ... drink lots of water.	1.0	0.5	0	
7. ... eat compulsively.	0	0.5	1.0	
8. ... respect the environment.	1.0	0.5	0	
9. ... am a regular reader.	1.0	0.5	0	
10. ... bite my nails.	0	0.5	1.0	
If you scored:	Total:	Total:	Total:	
8 to 10 points: Congratulations. Good habits are the way to a better life!	Final score:			
5 to 7 points: You should start thinking about changing your habits.				  
Less than 4 points: Red lights on: break the bad habits and improve the good ones.	Cristiano Paiva	Photocopiable		

 You will find a printable version of this questionnaire in the *Teacher's Guide*, on page 26.

Write these questions on the board: “*Who in the group has the best habits? Who has the worst ones?*” Encourage the students to express their opinions.

Second step: Ask the students to do the activities in the **Read up!** section.

 15 to 20 minutes

1. The students should answer the questions individually.

Answers to this exercise will vary.

2. Tell the students to read the text quickly to do this activity.

Answer: alternative (B)

3. Tell the students to read the text carefully. Ask them to circle the words they don't know while they read. Encourage them to guess the meaning of new words from the context.

Answers: alternatives (A) and (E).



Tip: The students may have some difficulty understanding these expressions: *whole-grain food / package / chore / delay*. Give them some help by drawing a chart on the board outlining the expressions and their equivalents in Portuguese. Ask the students to match them.

- | | | |
|----------------------|-----|-------------------|
| (A) chore | () | alimento integral |
| (B) delay | () | embalagem |
| (C) package | () | tarefa |
| (D) whole-grain food | () | atrasar |

4. Tell the students to read the clues at the bottom of the page. Encourage them to look for help in the text to complete the crossword.

Answers across:									
5.	hungry	6.	ingredient	7.	meal	9.	eat	10.	snack
Answers down:									
1.	yogurt	2.	plate	3.	recipe	4.	hunger	8.	low-fat

Crossing borders!

8 to 20 minutes

Tell the students to take a quick look at the pictures. Ask them: “Do you think the dishes in the pictures are healthy or unhealthy?” “Do you know any of them?”

Pair up the students to do this activity.

1. Ask the students to look for key words in the texts to help them, if they are not so sure about the answers (*spices – tortilla – bamboo – al dente – pig’s feet*).

Answers: (A) India (B) Brazil (C) Mexico (D) Italy (E) China

2. Encourage the students to express themselves using the vocabulary they have studied so far.

Answers to this exercise will vary.

Class 3 – 60 minutes

What’s language for?

8 to 15 minutes

I.

In this section, it is important not to overwhelm the students with too much information about the passive voice as this lesson should be just an introduction to this grammar point. The aim here is to present some new information about the way in which people talk about food preparation.

1. **Answer:** alternative (A)

2. **Answer:** alternative (B)

3. Possible answers:

- ✓ *These snacks are made of meat, potatoes, vegetables, and spices stuffed inside pastry dough and fried in oil.*
- ✓ *Pigs' feet and ears are sometimes included in the mix.*
- ✓ *In this rich dish, a soft corn tortilla is stuffed with shredded cheese, onions, chilies, and sometimes meat.*
- ✓ *It's either broiled or fried and topped with salsa and cheese.*
- ✓ *This creamy, starchy rice dish is made by gradually adding boiling liquid, usually broth, to Arborio rice and sautéed onions.*
- ✓ *It's cooked al dente (firm to the bite).*
- ✓ *Vegetables and seafood are often added during the cooking process.*
- ✓ *This meal is usually eaten as breakfast or lunch at a restaurant.*
- ✓ *Diners are served bite-sized portions in small bamboo cups.*

II.

1. Answers:

(A) eaten (B) made (C) served (D) considered / spoken (E) found / located

2. Answers to this exercise will vary.

Let's have a word!

 15 to 20 minutes

Now it is time for your students to work more cooperatively and more autonomously. Encourage them to interact freely while you walk around the classroom. Draw their attention to correct pronunciation and intonation. In order to make them feel more confident, model the first and second activities with one of your more capable students.

1. Answers to this exercise will vary.

2. Answers to this exercise will vary.

End of Class 3 – Beginning of Class 4

Write it up!

 Class 3: 15 - 20 minutes

 Class 4: 30 minutes

(This section will be more successful if you split it in two days: allow 15 to 20 minutes on the first day and 30 minutes on the next day).

Have the students work in pairs or in groups of three. Allow some time for them to brainstorm. After that, tell them that they are supposed to produce something at home on their own and bring it to the next class to reach an agreement with the other student(s), so that they can make the most of their time in the classroom. Allow some more time for them to complete the task on the next day.

Class 4 – 60 minutes

Write it up!

 **Class 4: 30 minutes**

The students will continue the activity they started the day before.

Let's think about it!

 **20 minutes**

Give the students some time to read the chart, think about the sentences, and check the best icon. After they are finished, ask for feedback. If they fail in any of the choices, talk to them about any possible areas for improvement.

Beyond the classroom!

 **5 minutes**

Ask the students if they think regulations on food consumption are important. Encourage them to investigate the suggested sites and learn more about the **Choose my plate!** program, as well as the Brazilian federal state regulations on healthy food consumption in schools.

Listening transcript:

For Americans to live happy, productive lives, it helps to stay healthy, active and fit, which is really pretty simple. Choose a healthier plate and balance it with exercise. It all comes down to the choices we make. That's why I'm excited to introduce to you USDA's new food icon: My Plate, a simple reminder to make healthy food choices. My plate symbolizes mealtime and the food groups: fruits, vegetables, grains, protein and dairy, a healthy plate for every meal. It's easy and what we eat matters! Overweight and obesity rates are at dangerously high level and the Obama administration is working to support Americans who want to improve their health and nutrition. My plate is a departure from the food pyramid we are used to seeing. It's an easy to understand visual that shows how to build a health meal based on the 2010 dietary guidelines for all of Americans. And if you want to learn more about a healthy diet you can visit choosemyplate.gov to get messages, tools, and *how to* materials about healthy eating. This web site will equip consumers with information on staying healthy, and tips on balancing calories, foods to increase and foods to reduce. I hope you are as excited as I am about My Plate and the other resources to help Americans make healthy choices at choosemyplate.gov. Next time you sit down for a meal, before you eat, think about what's on your plate. And in the months and years ahead we hope that My Plate becomes your plate.



Good and Bad Habits Questionnaire				
I ...	Always	Sometimes	Never	
1. ... exercise every day.	1.0	0.5	0	
2. ... smoke.	0	0.5	1.0	
3. ... eat fattening food.	0	0.5	1.0	
4. ... eat low-fat food.	1.0	0.5	0	
5. ... drink alcohol.	0	0.5	1.0	
6. ... drink lots of water.	1.0	0.5	0	
7. ... eat compulsively.	0	0.5	1.0	
8. ... respect the environment.	1.0	0.5	0	
9. ... am a regular reader.	1.0	0.5	0	
10. ... bite my nails.	0	0.5	1.0	
If you scored:				
8 to 10 points: Congratulations. Good habits are the way to a better life!				
5 to 7 points: You should start thinking about changing your habits. Less than 4 points: Red lights on: break the bad habits and improve the good ones.				
Total:		Total:	Total:	Total:
Final score:		Cristiano Paiva Photocopiable		



Good and Bad Habits Questionnaire				
I ...	Always	Sometimes	Never	
1. ... exercise every day.	1.0	0.5	0	
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3. ... eat fattening food.	0	0.5	1.0	
4. ... eat low-fat food.	1.0	0.5	0	
5. ... drink alcohol.	0	0.5	1.0	
6. ... drink lots of water.	1.0	0.5	0	
7. ... eat compulsively.	0	0.5	1.0	
8. ... respect the environment.	1.0	0.5	0	
9. ... am a regular reader.	1.0	0.5	0	
10. ... bite my nails.	0	0.5	1.0	
If you scored:				
8 to 10 points: Congratulations. Good habits are the way to a better life!				
5 to 7 points: You should start thinking about changing your habits. Less than 4 points: Red lights on: break the bad habits and improve the good ones.				
Total:		Total:	Total:	Total:
Final score:		Cristiano Paiva Photocopiable		

Unit 2

"Traffic safety: do you play fair?"

Dear students, in this unit you are going to...

... improve your vocabulary about traffic.



Available at <http://migre.me/9h8dh>
Accessed on May 29, 2012

...learn some more common sayings in English.



Available at: <http://migre.me/9fxfy>
Accessed on May 18, 2012

... learn some differences between British and American English.



Available at <http://migre.me/9fxqN>
Accessed on May 18, 2012

... learn how to pronounce the [ɪ] and [i:] sounds.

)) LISTEN & REPEAT))

Available at <http://migre.me/9fxv0>
Accessed on May 18, 2012

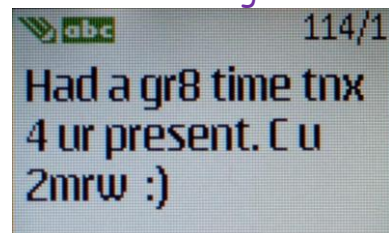
...learn how to use your opinion to give advice.



"You should turn off your cell phone on a date... especially if it's smarter and cooler than you are."

Available at: <http://migre.me/9fxAE>
Accessed on May 18, 2012

...learn how to text using abbreviations.



Available at <http://migre.me/9fxFm>
Accessed on May 18, 2012

"Traffic safety: do you play fair?"

Getting into the mood!

1. Look at the pictures taken from the cartoon "Goofy motorman". In your opinion, who seems to be driving more safely: the character in picture A or the character in picture B? Why?

(A)



Available at <http://migre.me/9h8gq>
Accessed on April 3, 2012

(B)



Available at <http://migre.me/9h8gq>
Accessed on April 3, 2012

2. Do you think people's personalities change when they are driving? Why? / Why not?

3. Can you drive? If so, do you always observe traffic laws?

4. In your opinion, which of the following is the most dangerous?

- (A) Drinking and driving.
- (B) Talking on the cell phone while you are driving.
- (C) Driving without a license.

5. Justify your answer to question 4.

I think letter _____ is the most dangerous because



I'm all ears!

1. Watch the first two minutes of the cartoon with the sound turned off.



Available at <http://migre.me/9h8qo>
 Accessed on April 3, 2012

Now choose the correct conclusion: Mr. Walker and Mr. Wheeler are

- (A) different characters.
- (B) two different personalities representing the same person.
- (C) setting examples of good driving behavior.



2. Watch the full length version of the cartoon, now with the sound turned on.
 Are these sentences true or false?

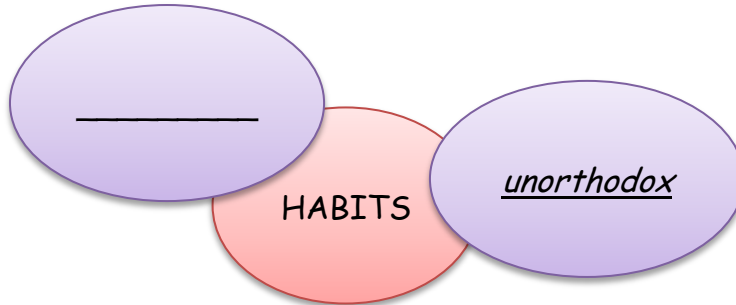
- A. (___) Mr. Walker lives in a vibrant commercial area.
- B. (___) Mr. Wheeler wouldn't hurt a fly if it got in his way.
- C. (___) Once he is behind the wheel, Mr. Walker feels a great sense of power.
- D. (___) Mr. Wheeler thinks that he owns the road.
- E. (___) Mr. Wheeler agrees that we can learn from our mistakes.



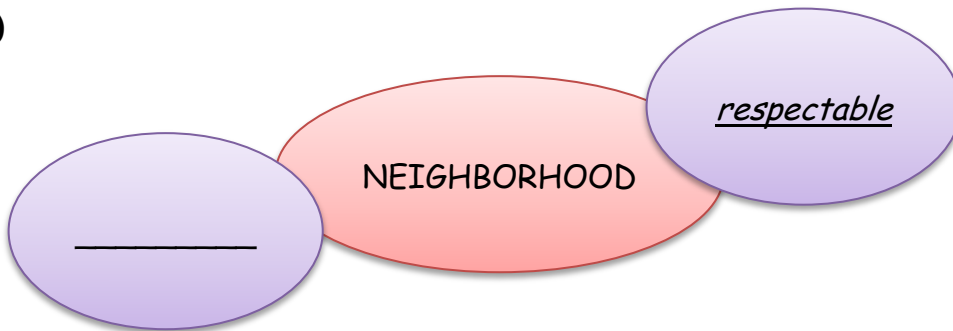
Listen up!

3. Listen to the beginning of the story. What adjectives are used to describe the words in the bubbles?

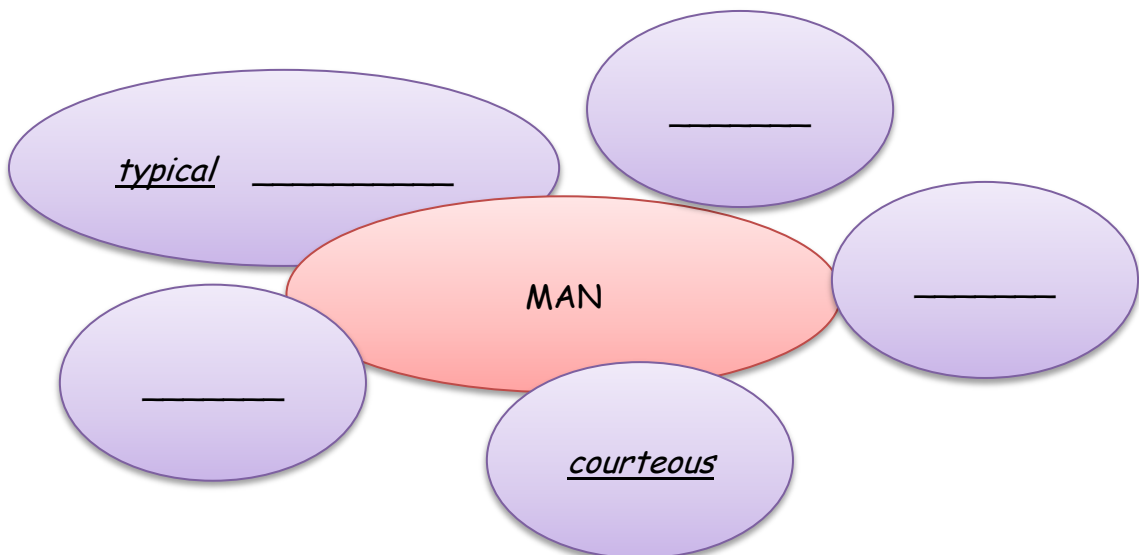
(A)



(B)



(C)



Get your tongue around it!



The following sentences were taken from the cartoon. Pay attention to the words in bold as you hear them.

"He believes in live and let live."

"But once behind the wheel a strange phenomenon takes place..."

Notice that there is a small difference in the pronunciation of the underlined letters:



live: [lɪv] wheel: [wi:l]

In the first example (live), i is pronounced with a shorter sound while in the second example (wheel) ee has a longer sound.



Now it is your turn. Practice saying these words also taken from the cartoon.

[ɪ]
will
give
this

[i:]
indeed
street
beliee

By word of mouth!

1. Match the two halves of the sayings taken from the story:

- | | |
|---------------------------|---------------------------------|
| (A) A friend in need | () there's a way. |
| (B) Fools step in | () is a friend indeed. |
| (C) Where there's a will, | () where angels fear to tread. |

2. Pick a word in column **A** and match it with another word in column **B** to form expressions related to traffic. Use a dictionary to help you.

(A)	(B)
pedestrian, speed, traffic, license, driver's, Sunday , traffic, main, outside, speed, car	lane, plate, driver , jam, lights, crossing, bump, road, accident, trap, license

Example: *Sunday driver* *

*someone who drives unnecessarily slowly, often annoying other drivers

Cambridge Learner's Dictionary Online - Available at: <http://dictionary.cambridge.org/> - Accessed on April 9, 2012

3. Now match the expressions from the previous exercise with the corresponding pictures.

(A)



Available at <http://migre.me/9frda>
Accessed on April 9, 2012

(B)



Available at <http://migre.me/9frf3>
Accessed on April 9, 2012

(C)



Available at <http://migre.me/9frg2>
Accessed on April 9, 2012

(D)



Available at <http://migre.me/9fro2>
Accessed on April 9, 2012

(E)



Available at <http://migre.me/9frpN>
Accessed on April 9, 2012

(F)



Available at <http://migre.me/9frsX>
Accessed on May 9, 2012

Crossing borders!

If we compare British and American English, we will find some differences in vocabulary, pronunciation, spelling, and even grammar. Such differences may seem confusing at first but they will not impede your progress. Complete the activities below to see how much you know about British and American English!

1. Match the items from the car with the British English words. Write the corresponding Portuguese word.

British English	Portuguese	American English
number plate ()	_____	_____
aerial ()	_____	_____
windscreen ()	_____	_____
wing mirror ()	_____	_____
boot ()	_____	_____
bonnet ()	_____	_____



Available at <http://migre.me/9h8mf> - Accessed on April 17, 2012

2. Now complete the chart from the previous exercise with the corresponding American English word.

antenna	hood	license plate
side mirror	trunk	windshield

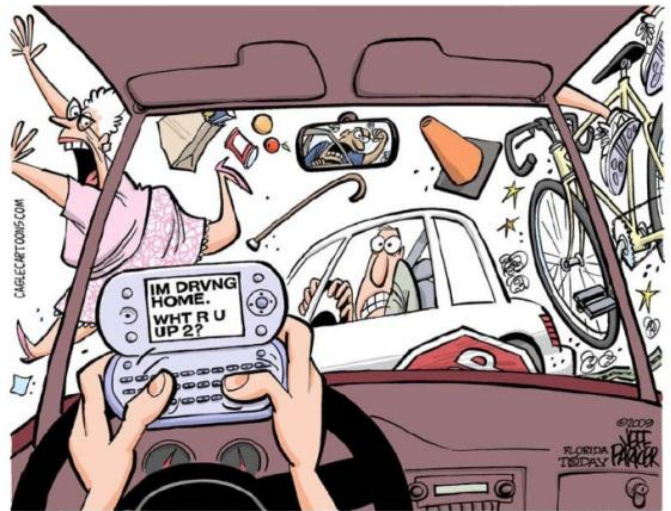
3. Do Brazilians and Portuguese people also use different words for the same things? Give some examples.

Let's have a word!

Choose a partner and discuss the following questions:

1. Have you ever seen or been involved in a car accident? If so, was it serious?
2. Do you know anyone who has been involved in a crash? Did this person cause the accident or was he/she the victim?
3. Law 11.705, commonly referred to as *Lei Seca*, or Dry Law, was an attempt by the Brazilian government to discourage people from drinking and driving. Do you think the number of car accidents has decreased since the implementation of this law?
4. Take a look at the cartoon below. What's the driver doing? Is it OK to do that?

Driving safely takes a great deal of responsibility and attention. Most car accidents happen because many people ignore simple traffic rules. If you drink, don't drive. If you have to text someone, do it before or after driving. You should remember that once you are behind the wheel, it is your duty to care for your own safety and that of others.



Jeff Parker / Florida Today, courtesy CagleCartoons.com

Available at: <http://migre.me/9h8oK>
 Accessed on May 1, 2012

Read up!

1. Read the article below and choose the most appropriate title for each paragraph.

(A) What you can do

(B) Texting While Driving

(C) Distracted Driving is Dangerous

1. _____

Putting the brakes on the distracted driving epidemic will require both dedication and creative thinking, and the FCC is committed to doing its part to address this growing crisis.

*Chairman Julius Genachowski,
Federal Communications Commission
Testimony to Subcommittees of the
U.S. House of Representatives, November 4, 2009*

2. _____

The popularity of mobile devices has had some unintended and even dangerous consequences. We now know that mobile communications are linked to a significant increase in distracted driving, resulting in injury and loss of life. The National Highway Traffic Safety Administration reported in 2008 that driver distraction was the cause of 16 percent of all fatal crashes -- 5,800 people killed -- and 21 percent of crashes resulting in an injury -- 515,000 people wounded. According to the American Automobile Association, nearly 50 percent of teens admit to texting while driving. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

3. _____

[...] **Lead by Example** – Children learn from their parent's behavior. No one should text and drive. Be an example for your children and if you need to text or talk on the phone, pull over to a safe place. [...]

Adapted from: <http://migre.me/9h8rk>
Accessed on May 7, 2012

2. Read the article one more time. What do these figures refer to? Match the columns.

- | | | |
|-------------|-----|--|
| (A) 16% | () | The percentage of crashes caused by distracted driving in which people got injured. |
| (B) 21% | () | The number of people who died in car accidents caused by distracted driving. |
| (C) 5,800 | () | The number of people who were injured in car accidents caused by distracted driving. |
| (D) 515,000 | () | The percentage of car accidents caused by distracted driving that resulted in death. |

3. Read the article again and write the number of each paragraph next to its main idea.

- It is important to teach people how to behave in traffic from an early age.
- Something will be done to raise people's awareness about distracted driving.
- People's lives are being endangered because of the inappropriate use of technology.

4. We can infer from the article that

- A. distracted driving is impossible to stop.
- B. mobile devices have become less popular.
- C. texting is an example of a serious distraction to drivers.
- D. driver distraction caused more deaths than injuries.

5. The article aims to

- (A) inform.
- (B) entertain.
- (C) describe.
- (D) explain.

6. Write the given letters in the correct order to create real words from the article. Use the definitions to help you.

- (A) I E D C A N D O I T ➡ when you are willing to give a lot of time and energy to something because you believe it is very important
- (B) T D E S T D A R C I ➡ anxious and unable to think carefully
- (C) J Y N U R I ➡ damage to someone's body in an accident or attack
- (D) A L U Y P P R O T I ➡ the quality of being liked by many people
- (E) A L E C U P B E A C T N ➡ too bad to be allowed to continue

Definitions taken from the Cambridge Dictionary Online

Available at <http://dictionary.cambridge.org/>

Accessed on May 5, 2012

Answers:

(A) _____ (B) _____ (C) _____

(D) _____ (E) _____

What's language for?

Read this sentence taken from the article in the *Read up!* section:

"No one *should* text and drive."



Choose the correct alternatives.

1. It is possible to say that this statement expresses

- (A) a request.
- (B) an opinion.
- (C) an explanation.

2. We can _____ to give _____ by using **should** or **shouldn't**.

- (A) express our opinion / advice.
- (B) use an explanation / information.
- (C) make a request / a choice.

In a nutshell:

You should means something like **I think it is a good idea for you to do it.**

You shouldn't means something like **I think it is a bad idea for you to do it.**



"I think you **shouldn't** drive without wearing your seatbelt."

"You **should** always obey the speed limits."



Should is used to express the opinion of a speaker and often follows **I think** or **I don't think**.

Available at <http://migre.me/9h8tM>
Accessed on May 7, 2012

3. Now it is your turn. Give advice on how to drive safely. Number the sentences using (1) for **should** or (2) for **shouldn't**.

In order to drive safely, you

(A)	()	play your car stereo so loudly that you are disruptive to others, or so loudly that you are unable to hear train signals or emergency vehicle sirens.
(B)	()	be courteous toward other drivers.

(C)	()	pay attention when you are driving, even if you are familiar with the area. A surprising number of accidents happen only blocks from home!
(D)	()	treat a car like it is a toy. It is not. Don't use your car to play chicken, race, or give another car a friendly "tap."
(E)	()	always wear your seat belt.
(F)	()	make time for routine preventative maintenance on your car. Breakdowns can be dangerous and costly.
(G)	()	let your emotions and frustrations get the best of you. Don't engage in road rage, no matter how irritating another driver might be to you.
(H)	()	make room for bicycles.

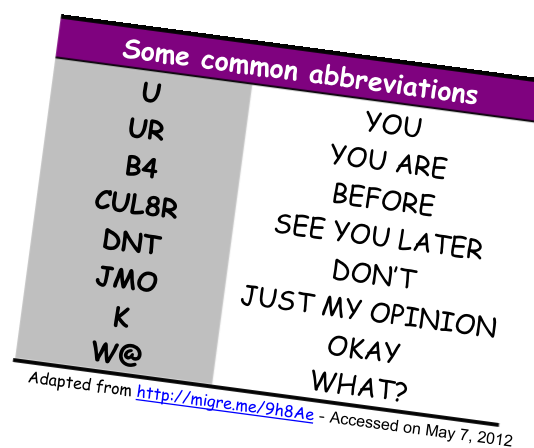
Adapted from <http://migre.me/9h8xD>
Accessed on May 1, 2012

4. Texting is a cheap, fast, and easy way to send messages. Cell phones usually have a small screen so we use abbreviations to save space. Read this text message taken from the cartoon in the previous page:

IM DRVNG HOME. WHT R U UP 2?




A) Write this sentence using proper English.

B) Reply to the text message from the driver in the cartoon. Give advice using **should** or **shouldn't**, and write your response in "texting-style" abbreviations whenever possible.



Let's think about it!

Think about what you learned in this unit and check the icon that best represents you.

Now I'm able to...			
...drive more safely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understand that traffic safety and driving behavior are connected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...pronounce the sounds [ɪ] and [i:].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...recognize and use traffic vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...identify some differences between British and American English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...give advice using should or shouldn't .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Beyond the classroom!

Would you like to know more about *Lei Seca* and the dangers of reckless driving? Check out these sites:

- ✓ Lei Seca: <http://www.dprf.gov.br/PortalInternet/leiSeca.faces>
- ✓ Are you legally drunk? <http://dui.drivinglaws.org/drink-table.php>
- ✓ Text while driving: http://news.cnet.com/8301-1035_3-20040623-94.html

Unit 2: “Traffic safety: do you play fair?” Teacher’s guide

Level: Pre-intermediate (young adults and adults)

Class 1 – 60 minutes

Getting into the mood!

 **Up to 30 minutes**

First step: “Raising awareness”

 **10 to 20 minutes**

Ask the students: “Do you ever pay attention to traffic signs?”, “Do people in your city respect traffic signs?”, “Can you understand the meaning of a traffic sign when you see one?” Elicit answers.

Pair up the students. Give each one a copy of the printable activity provided in the Teacher’s Guide, on page 47. Encourage them to help each other when doing exercises 1 and 2. Circulate around the classroom and tell each pair of students to make the most of the pictures in the exercises by drawing students’ attention to them and having a discussion. Ask each pair to join another pair of students and compare their answers. Review the activity orally and write the answers on the board.

1. Answers:

- ✓ Circular signs give **orders**.
- ✓ Triangular signs give **warnings**.
- ✓ Rectangular signs give **information**.

2. Answers:

1 E 2 G 3 C 4 I 5 A 6 H 7 B 8 F 9 D

Have the students work in groups of three. Tell them that they are going to play a game to test how much they have learned about traffic signs. One student will play the part of the referee checking whether the answers are correct or not and declaring after each answer: “OK, go ahead.” or “Sorry, miss your turn.” The players will need a coin, two markers of different colors and a die. In order to save time you can make the markers in advance (a good idea is to recycle soda bottle caps: the environment will appreciate that!) Don’t forget to provide the students with the coins and the dice as well. Let the students decide who will start the game by asking “Heads or tails?” and then have a coin toss to decide. The student who is going to start the game rolls the die. If, for example, number two faces up, then the student moves the marker ahead two squares and explains the meaning of the sign. If they are correct, the student keeps going. If they are incorrect the student misses their turn. The one who arrives first to the square with a flag is the winner.

 **Monitor the time. This activity should last no more than 20 minutes.**

 **You will find a printable version of this game in the Teacher’s Guide, on page 48.**

Second step: Have the students work in pairs or small groups to do the activities in the “*Getting into the mood!*” section.

🕒 Up to 10 minutes

1. Answers to this exercise will vary.

2. Elicit answers. Draw the students’ attention to the picture in exercise 1.

Answers to this exercise will vary.

3. Elicit answers. Ask: “*Is it against the law to drink and drive?*”

Answers to this exercise will vary.

4. Answers to this exercise will vary.

5. Help the students with the vocabulary. Write a short list of useful expressions for the students to help justify their answers:

- | | | |
|---------------|--------------------------------------|---------------------|
| ✓ be arrested | ✓ put other people’s lives in danger | ✓ cause an accident |
| ✓ get hurt | ✓ have your license suspended | ✓ be fined |

Answers to this exercise will vary. The students should compare their answers in pairs.

I’m all ears!

👉 You will find the audio script in the *Teacher’s Guide*, on page 46.

🕒 Up to 15 minutes

(The students work alone.)

1. Tell the students to pay attention to the character in the beginning of the story. Ask them to just think about this question: “*Do you believe the characters are the same person?*” Play the first two minutes of the cartoon again, now with the sound turned on.

🕒 Up to 5 minutes 👉 (DVD, track 4)

Answer: alternative (B)

2. Allow a few seconds for the students to read the alternatives. Play the video again with the sound turned on. Have the students complete the activities while they watch the video.

🕒 5 minutes and 50 seconds 👉 (DVD, track 4)

Answers: F F T T F

3. Now the students will be challenged to listen for details. Ask them to close their eyes and keep the words **habits**, **neighborhood** and **man** in mind. Tell them to identify some adjectives that might describe these words. Remind them that some possible adjectives were given as examples. Play the beginning of the video (1’04”) twice and give them some time to jot down their answers.

🕒 2 minutes and 10 seconds 👉 (DVD, track 5)

Answers:

habits: **strange**, unorthodox

neighborhood: **quiet**, respectable

man: typical, **average**, **kindly**, courteous, **punctual**, **honest**



Tip: Take the opportunity to review the use of adjectives in English. Ask: “Where do adjectives usually come in a sentence?” “Do the adjectives in this exercise have a positive or a negative meaning?” Elicit answers.

Get your tongue around it!

Up to 10 minutes

(DVD, tracks 6 and 7)

The cartoon “Goofy motormania” presents excellent examples of short and long pronunciation. Tell the students that *in the short pronunciation, the i is generally followed by a consonant which closes the syllable* (Cambridge English Pronouncing Dictionary – Daniel Jones – Edited by Peter Roach, James Hartman and Jane Setter – Cambridge University Press). Draw the students’ attention to the sequence **ie** in the word *believe*. They are pronounced the same way as **ee** in the words *indeed* and *street*, but clarify that this is not a rule. Another common pronunciation for this letters is /aɪ/ as in *pie* [paɪ] and in *magnifies* [ˈmæɡ.nɪ.faɪz] (Cambridge English Pronouncing Dictionary – Daniel Jones – Edited by Peter Roach, James Hartman and Jane Setter – Cambridge University Press).

Class 2 – 60 minutes

By word of mouth!

15 to 25 minutes

Have the students work in pairs or groups of three. Allow them to use a dictionary to do the activities in this section. If you do not have at least one dictionary for each group, ask the students to bring their own dictionaries from home the day before this class.

1. As the students already know what a saying is, they should not have difficulty doing this activity. Encourage them to match the halves without the help of a dictionary first.

Answer: C A B

2. Tell the students that it is difficult to remember words in isolation. Draw their attention to the example provided. Ask one student to read the definition for the expression to the rest of the class. Tell them that it is easier to remember the idea expressed here than it is to remember the meanings of the words taken separately.

Answers:

pedestrian crossing	speed trap	traffic lights	license plate	driver’s license
outside lane	main road	traffic jam	speed bump	car accident

3. Ask the students: “Do you think images can help when we learn a new expression?” “Can you give any tips on how to learn new things more effectively?” Elicit answers.

Answers:

(A) license plate (B) traffic lights (C) pedestrian crossing (D) speed trap (E) speed bump (F) traffic jam



Tip: Before starting the activity check to see if your students know how to use a dictionary efficiently. Ask: “What kind of information can we find in a dictionary?” Elicit answers.

Crossing borders!

 15 to 25 minutes


Tell the students that it is important to know differences in vocabulary because sometimes people use different words to describe the same thing. Clarify that the opposite situation also occurs, where the same word can be used to express different ideas. Take, for example the word **fag**: tell them that in England it is slang for cigarette but in the United States it is a highly derogatory and offensive term for homosexual. Remind them that differences in vocabulary may also occur in different regions within the same country.

1 and 2. Have the students remain in pairs or groups of three. Tell them to use the dictionary only if it is really necessary.

Answers:

British English		Portuguese	American English
number plate	3	placa	license plate
aerial	6	antena	Antenna
windscreen	1	para-brisa	Windshield
wing mirror	5	retrovisor	side mirror
boot	4	porta-malas	Trunk
bonnet	2	capô	Hood

3. Ask: “How do people say cell phone in Brazil? How do they say it in Portugal?” Elicit answers. (Brazil: *celular* - Portugal: *telemóvel*)

 Refer to exercise 2 in the **By word of mouth!** section. Clarify that **pedestrian crossing** and **outside lane** are British expressions for the American forms of **crosswalk** and **shoulder**.

Peer correction: Tell the students that they will have the rest of the class to correct their classmates’ activities. Encourage them to compare their answers and share information about useful things they learned in this lesson using the dictionary. Ask “Does your dictionary note the differences between British and American English when they occur?” Elicit answers.

Class 3 – 60 minutes

Let’s have a word!

 25 minutes

Have the students work in small groups. Tell them to take notes while they discuss questions 1, 2, 3, and 4. After the discussion, ask them to share their answers with the rest of the class using numbers, percentages and quantifiers: “No one in my group has never had a car accident before.” “50% of the people in my group know a person who has already been involved in a car accident.” “Many people in my group think that the number of car accidents has decreased since the implementation of Lei Seca.” “Two people in my group think it is OK to text while driving.” Walk around the room and help with vocabulary whenever necessary.

Answers to these questions will vary.

Read up!

🕒 25 minutes

1. Ask the students to skim through the text to get an overview of it. Take the opportunity to remind them that *skimming* is a very efficient reading strategy that they can use when they are taking a test and need to be conscious of their time.

Answer: 1 (B) 2 (C) 3 (A)



Tip: Visit these Websites if you need some guidance on reading skills:

- http://ababasoft.com/wider_eye_span/scan.htm
- <http://www.networkedcranfield.com/LOGICOFENQUIRY/GST/READING/Pages/Readingstrategies.aspx>
- http://www.studyskills.soton.ac.uk/studytips/reading_skills.htm

2. The students have already practiced ways of expressing quantity in the **Let's have a word!** section, so they should be comfortable with the information from the text. Ask them: *"Do these numbers surprise you?"* Elicit answers.

Answers: (B) (C) (D) (A)

3. Ask the students to read the article again. Remind them that the main idea of a paragraph is what this paragraph is about.

Answer: (3) (1) (2)

4. Clarify that to infer something is to use the information that you have to draw a conclusion.

Answer: alternative (C).

5. The article presents facts about an issue of great concern. Encourage the students to discuss about different types of information an article can have.

Answer: alternative (A)

6. Ask for volunteers to read the text aloud. Tell the students to focus on the reading during this activity.

Answers:

(A) dedication (B) distracted (C) injury (D) popularity (E) unacceptable

👉 Ask some of the students to take turns writing their answers on the board. Encourage them to tell the class what strategies they used to do activities 1, 2, 3, 4 and 5 in this section!

Class 4 – 60 minutes**Raising awareness:**

🕒 5 minutes

Start the class session by referring to the text from the **Read up!** section.

Draw a big circle on the board with the title of the text inside. Draw four smaller circles around the perimeter of the bigger one. Write the words *consequences – increase – driving – injury/loss* inside the circles. Tell the students that you are going to read four adjectives and that they will have to determine which of the words from the smaller circles the adjective describes. Read the words: *distracted – unacceptable – significant – dangerous*. Students should participate orally.

Answers:

Texting While Driving

dangerous consequences – significant increase – distracted driving – unacceptable injury/loss


What's language for?

 25 minutes

Ask the students to read the last paragraph of the text *Texting While Driving*, from the **Read up!** section. Call their attention to the sentence “*No one should text and drive.*” Tell them to do exercises **1** and **2**.

1. Answer: alternative (B)

2. Answer: alternative (A)

 Read the clues and examples for the use of **should** and **shouldn't** with the students. Draw their attention to the sentences in the bubbles. Ask: “*Do **should** or **shouldn't** take the particle **to** before or after them?*” Elicit answers and tell students to do the next exercise.

3. Allow the students to use the dictionary if they need.

Answers:

A. 2 B. 1 C. 1 D. 2 E. 1 F. 1 G. 2 H. 1

4. Tell the students to read the directions for exercise 4. Ask them: “*In what situations do you think it is OK to use abbreviations?*” “*Would you use abbreviations in your school report?*” Elicit answers. Walk around the room and give assistance if necessary.

A. Answer: I'm driving home. What are you up to?

B. Answers to this exercise will vary.

Let's think about it!

 20 minutes

Give the students some time to read the chart, think about the sentences, and check the best icon. After they are finished, ask for feedback. If they fail in any of the choices, talk to them about any possible areas for improvement.

Beyond the classroom!

 5 minutes

Encourage the students to check the Websites and try to find similarities and differences concerning alcohol consumption between the first two links. Tell them not to miss the third link. It presents an amazing video about distracted driving!

🔊 Listening transcript:

The motor car in the hands of the average man is rapidly facing extinction. Truly, the average man is a creature of strange and unorthodox habits. Take the case of Mr. Walker: Mr. Walker lives in a quiet, respectable neighborhood. He's a typical average man, considered a good citizen and of average intelligence. He's a kindly man: courteous, punctual, and honest.

"- Good morning, Mr. Walker."

"- Good morning to you, Mr. Eef. Lovely day!"

Mr. Walker wouldn't hurt a fly, nor step on an ant. He believes in live and let live. Mr. Walker owns a motor car and considers himself a good driver. But once behind the wheel a strange phenomenon takes place: Mr. Walker is charged with an overwhelming sense of power. His whole personality changes. Abruptly he becomes an uncontrollable monster, a demon driver: Mr. Walker is now Mr. Wheeler, a motorist.

"- Hey chief, watch where you are going, stupid!"

"- Hey, you think you own the whole road?"

"- Humpf! Of course I own the road. My taxes pay for them. I voted for road bonds. I pay for the roads and I'll use them."

"- Get off my road. Move over. Let me pass."

"- Ah, shut up! Let them wait! It's a beautiful day: fresh air, nice music..."

"- Hey, get over you road hog."

"- Signals, oh! Thirty seconds, God from your light. Gee whiz ...oh dear me ...things busted."

"- Oh wanna a race, do they? Well they ain't gonna get ahead of me."

(A race takes place.)

"- Good morning!"

- What luck! A parking place, the motorist's pot of gold. Not everyone has a spot to park in.

"- Eh, aha!"

Deprived of his protective armor, Mr. Wheeler, motorist, becomes Mr. Walker, pedestrian. Of a pedestrian crossing the street it has often been said: "fools step in where angels fear to tread" or "a friend in need is a friend indeed". "Where there's a will, there's a way."

"- Extra here..."

"- Here, boy. Here...(read all about it)"

"- Ahahahaha."

Safe, Mr. Walker gains the haven of his car, with the knowledge of how the other fellow feels. Except... Once behind the wheel Mr. Walker reverts to form and again becomes Mr. Wheeler, motorist.

"- Come on, move over. Get out of the way, road hog!"


Too bad, Mr. Wheeler. You've broken your toy. But let this be a lesson, Mr. Wheeler. Drive safely, play fair, give the other fellow a break and...


"- Ahh, shut up!"


How much do you know about traffic signs?

1. Look carefully at the traffic signs below. What can you conclude? Complete the sentences with these words: **information** – **orders** – **warnings**.



Circular signs give  _____.

Triangular signs give  _____.

Rectangular signs give  _____.

2. Match these traffic signs to their meanings.

1. (____)



2. (____)



3. (____)



4. (____)

5. (____)

6. (____)



7. (____)

8. (____)

9. (____)



- (A) Turn left ahead
- (B) Pedestrian crossing ahead
- (C) Traffic signals ahead
- (D) Keep left
- (E) Ahead only
- (F) No cycling
- (G) No pedestrians
- (H) Route for pedestrians to place shown
- (I) Tourist attraction

Start

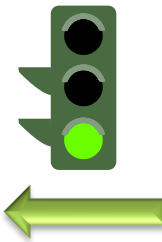
TRAFFIC SIGNS MEMORY GAME
Heads or tails? Decide who starts the game and enjoy it!



Sorry, you're going nowhere this time!



You're lucky! Move ahead two squares.



Sorry, you're going nowhere this time!



You are too fast! Go back two squares.



You are too fast! Go back two squares.



Available at <http://migre.me/9h8Jq>
Accessed on May 10, 2012

Congratulations. You are the winner!

Extra practice!

In each sentence below, you will find an underlined word. Check **Am**, if you think it is an American expression or **Br**, if you think it is British. Give the equivalent.

(A)

Vauxhall corsa driver wing mirror £15

Available at <http://migre.me/9h8Mn> Accessed on May 12, 2012

(B)

Christopher "Rad Bromance" M. says:
Saturday night I left my office to find a blue paper flyer for a laundry & dry cleaning service stuck under my windshield. Annoyed, I tossed it into the trash bag in my back seat.

Available at <http://migre.me/9h8Oj> - Accessed on May 12, 2012

(C)

Clone ranger

I recently received a parking summons from a local authority and it is clear that my vehicle number plate has been cloned. My car was never at the location cited.[...]

Available at <http://migre.me/9h8QF>
Accessed on May 12, 2012

(D)

Where is the antenna in your car?

If you do not see an external antenna, then it is in either the front or rear windshield. Look closely and you will see the tiny wires that make up the antenna.

Available at <http://migre.me/9h8RR>
Accessed on May 12, 2012

(E)

This is the bonnet of an Alfa Romeo GTV.

It is produced of glass reinforced polyester by matrix injection (RTM).




The material has been chosen because of its low weight and good corrosion resistance.

Available at <http://migre.me/9h8Te>
Accessed on May 12, 2012

(A)		(B)		(C)		(D)		(E)	
<i>Am</i>	<i>Br</i>	<i>Am</i>	<i>Br</i>	<i>Am</i>	<i>Br</i>	<i>Am</i>	<i>Br</i>	<i>Am</i>	<i>Br</i>
Equivalent:		Equivalent:		Equivalent:		Equivalent:		Equivalent:	
_____		_____		_____		_____		_____	

☞ The remaining class time can be devoted to this activity. Ask the students to do it individually and then check their answers in pairs.

Test Booklet

-  The students should be allowed at least 40 minutes to take each test.
-  Unit 1, questions 1, 2 and 3: DVD, track 8.
-  Unit 2, questions 1, 2 and 3: DVD, track 9.

Unit 1 Test

Name: _____

Level: _____ Class: _____ Teacher: _____ Date: _____

Total Score: 10.0

Student's Score: _____

You will watch a post event press conference where the **My Plate** healthy eating guidelines were presented. Take notes while you watch the video. After that, answer questions 1, 2 and 3. (1.2)



Available at <http://migre.me/9h8Vx>
Accessed on May 12, 2012

1. Check the statement that may be considered **WRONG** according to what was said in the video. (0.4)

According to US Secretary of Agriculture, Tom Vilsack,

- (A) people should stop eating cookies, treats, or desserts.
- (B) many American kids are obese or at risk of becoming obese.
- (C) obesity is the cause of several chronic diseases in American adults.
- (D) obesity costs the US Government a lot of money.

2. Who made these statements? Match the columns. (0.4)

- | | |
|---|--------------------|
| (A) Many young people cannot join the military because they are overweight. | () Michelle Obama |
| (B) The icon reminds us to be more mindful of the food that we're eating. | () Tom Vilsack |
| (C) America is facing an obesity problem. | () Norman Seip |

3. Where was this press conference held? (0.4)

- (A) New York.
- (B) San Francisco.
- (C) Boston.
- (D) Washington, D.C.

4. Complete the sentences below with the correct saying from the box: (1.5 – 0.3 each)

BEAUTY IS IN THE EYE OF THE BEHOLDER / ALL THAT GLITTERS IS NOT GOLD /
 UNION IS STRENGTH / IT'S NO USE CRYING OVER SPILLED MILK /
 MAN DOES NOT LIVE BY BREAD ALONE

- (A) I failed the exam, but _____ . I'll try it again.
- (B) **Alan:** I'm so miserable.
Jill: How can you be miserable? You've got a good place to live, plenty to eat, nice clothes....
Alan: But _____ .
- (C) **Jill:** Have you seen Mary's pictures of her new baby? He looks pretty ugly, to my eyes.
Jane: _____ .
- (D) Hollywood may look like an exciting place to live, but I don't think you should move there. _____ .
- (E) We cannot allow our opponents to divide us. _____ .

Examples available at: <http://migre.me/9h8WO>
 Accessed on May 11, 2012

5. Complete Aurora Catering's descriptions with the verbs in parentheses. Use the **Passive Voice**. (1.5 – 0.3 each)

Aurora Catering's

Side Dishes and Descriptions

(A) **Baba Ghannouj**

Fresh eggplants _____ whole then puréed, then we fold in tahini, lemon juice, garlic and extra virgin olive oil. (**fry**)

(B) **Dirty Rice**

Duck and chicken livers _____ in this dish along with onions and other seasonings. Some people prefer to call this dish Cajun Rice, whatever you call it, it's still great! (**use**)

(C) **Herbal Pasta**

Vermicelli or "Angel Hair" pasta _____ al dente, then coated with virgin olive oil, romano cheese, sweet basil and other herbs. (**cook**)

(D) **Linguini Pasta**

Our pasta _____ "Al Dente" and _____ as the base for our homemade sauces! (**boil / serve**)

Adapted from <http://migre.me/9h8YJ>
 Accessed on May 11, 2012

6. Write a short description of your favorite dish using at least three verbs in the **Passive Voice**. (1.8)

7. Read the following text taken from the **ChooseMyPlate.gov** Website to do the activities **A** and **B**. (2.4 – 0.3 each)

(A) Complete the blanks in the sentences with these words:

PLATE – ENJOY – FOODS – CHANGES – WHOLE

Selected Messages for Consumers

Take action on the Dietary Guidelines by making _____ in these three areas. Choose steps that work for you and start today.

Balancing Calories

- _____ your food, but eat less.
- _____

Foods to Increase

- Make half your _____ fruits and vegetables.
- Make at least half your grains _____ grains.
- _____

Foods to Reduce

- Compare sodium in foods like soup, bread, and frozen meals and choose the _____ with lower numbers.
- _____.

Available at <http://myplate.gov>
 Accessed on May 11, 2012

(B) Go back to the text and match these sentences to the correct topic:

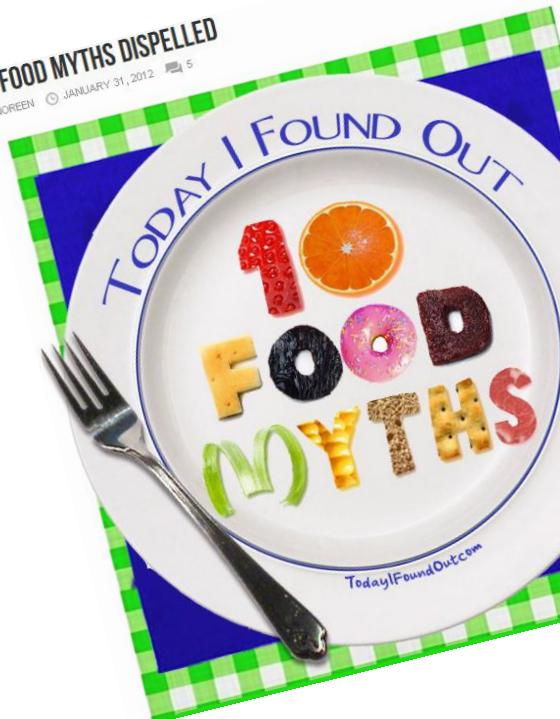
Switch to fat-free or low-fat (1%) milk.

Drink water instead of sugary drinks.

Avoid oversized portions.

8. Read these excerpts from an article about food myths.

10 FOOD MYTHS DISPELLED
NOREEN © JANUARY 31, 2012 5



Myth#1: White Chocolate is Chocolate

Chocolate is a range of products derived from cocoa mixed with fat and finely powdered sugar to produce a solid confection. Depending on the proportion of cocoa, there are several types of chocolate like dark chocolate, milk chocolate, semisweet chocolate, etc. Though white chocolate is also often included in that list, technically it is not a chocolate because of its ingredients. In order to be labeled 'chocolate' a product must contain chocolate liquor, the thick liquid produced when fermented, dried and roasted cocoa beans are shelled and then ground. This is the key ingredient for all types of chocolate. However, the chocolate liquor and cocoa solids are key ingredients missing in white chocolate. It's cocoa butter used in the white chocolate production that gives it its chocolatey flavor. Cocoa butter is the fat which is removed from the chocolate liquor after it is pressed. The difference between white chocolate and any other type of real chocolate is that in the latter, the cocoa butter is re-blended with the cocoa solids to give a non-sweet taste to the product. That is why while chocolate is the combination of bitter and sweet, white chocolate is just sweet.



Myth#2: Pasta is Originally Italian

Worldwide, pasta has become synonymous with Italian cuisine with Italian immigrants bringing pasta everywhere they went. While it is true that the most famous varieties and recipes of cooking pasta really come from Italy, surprisingly the actual origin of pasta is not Italy! By definition, pasta is a term for foods made from an unleavened dough of wheat or buckwheat flour and water. Dry pasta, on the other hand, is only made from durum wheat flour or durum wheat semolina. There are several theories about the origins of Pasta. However, most food historians believe that Arabs (specifically from Libya) are to be credited for bringing pasta, along with spinach, eggplant and sugar cane, to the Mediterranean basin. One of the earliest references to pasta being made is in the Talmud, written in

Aramaic in the 5th century AD. Here there is a certain record which comes from Arabic references of pasta cooked by boiling.

According to the newsletter of the National Macaroni Manufacturers Association, pasta was then introduced during the Arab conquests of Sicily which had the interesting side effect of drastically influencing the regions cuisine.



Now do the activities. **(1.6)**

8.1. Choose the correct alternative: **(0.3)**

- (A)** Both texts give detailed descriptions of how chocolate and pasta are made.
- (B)** Both texts are about things that people believe are true but that, in fact, are not.
- (C)** Both texts mention the origin of the food items they are referring to.
- (D)** Both texts give only one example of the food item they are discussing.

8.2. True or false? **(0.3)**

- A.** White chocolate contains no real chocolate liquor or cocoa.
- B.** Pasta, its many varieties and recipes, came from Libya.
- C.** You have to boil chocolate liquor if you want to remove the cocoa butter from it.
- D.** It is believed that Arabs were responsible for introducing different types of food in the Mediterranean basin, including pasta.
- E.** Dark chocolate and white chocolate are the result of a combination of different ingredients.

8.3. People in Brazil used to think that mango and milk shouldn't be consumed together because they could kill a person, but this myth was dispelled: people don't believe it anymore. Do you know any myths about food or any other thing? Describe the myth. **(1.0)**

Answers:

1. A	2. B C A
3. D	4. (A) it's no use crying over spilled milk (B) man does not live by bread alone (C) beauty is in the eye of the beholder (D) all that glitters is not gold (E) union is strength
5. (A) are fried (B) are used (C) is cooked (D) is boiled / served	6. Answers will vary.
7. (A) ...making <u>changes</u> <u>Enjoy</u> your food... Make half of your <u>plate</u> <u>whole</u> grains ... <u>foods</u> with lower numbers (B) Avoid oversized portions. Switch to fat-free or low-fat (1%) milk. Drink water instead of sugary drinks.	8. 8.1 – B 8.2 – T F F T T 8.3 – Answers will vary.

 **Listening Transcript**

First Lady Michelle Obama helped Agriculture Secretary Tom Vilsack unveil the new My Plate icon, which was designed to help Americans make better food choices:

"This is a quick, simple reminder for all of us to be more mindful of the foods that we're eating. And as a mom, I can already tell you how much this is gonna help parents all across the country"

At a post event press conference Vilsack said My Plate is not a mandate but a guide:

"We're suggesting that there is a healthy, balanced opportunity here and this is what a healthy, balanced opportunity looks like. We're not suggesting that they should not ever have a cookie, or a treat, or dessert, or whatever. This is not what this is about and it's unfortunate that people want to make it about that. What this is about is a nation that has an obesity issue. A third of our kids are obese or at risk of being obese. The percentages of adults who have a chronic disease as a result of obesity are significant. The costs associated with obesity are enormous."

And one cost is the undermining of our military according to a retired air force lieutenant general:

"Today, nine million seventeen to twenty four year olds cannot join the military simply because they are overweight to the tune of two hundred seventy million pounds. It's not about tanks, it's not about airplanes, it's not about ships. It's about the young men and women who so proudly serve. We need to set up our next generation to be successful, so that someday they may be called America's great generation."

For more My Plate information go to choosemyplate.gov. In Washington D.C. for the US Department Agriculture I'm Bob Ellison.

Unit 2 Test

Name: _____

Level: _____ Class: _____ Teacher: _____ Date: _____

Total Score: 10.0

Student's Score: _____

Watch this “anti-texting while driving commercial” and complete the activities 1, 2 and 3. (1.8 – 0.6 each)



Available at <http://migre.me/9h96h>
Accessed on May 12, 2012

- If you get caught texting and driving in Wisconsin you will be pulled over and (0.6)
 - arrested.
 - fined.
 - warned.
 - advised.
- The penalty for this offense (0.6)
 - is a \$ 40,000 fine.
 - doesn't have to do with money.
 - can cost the offender a lot of money.
 - is the loss of the offender's license.
- What sentence or expression from the commercial best represents the picture below? (0.6)

- “If you text you can be pulled over.”
- “May I see your license, please?”
- “Zero in Wisconsin.”
- “Thumbs down to texting.”



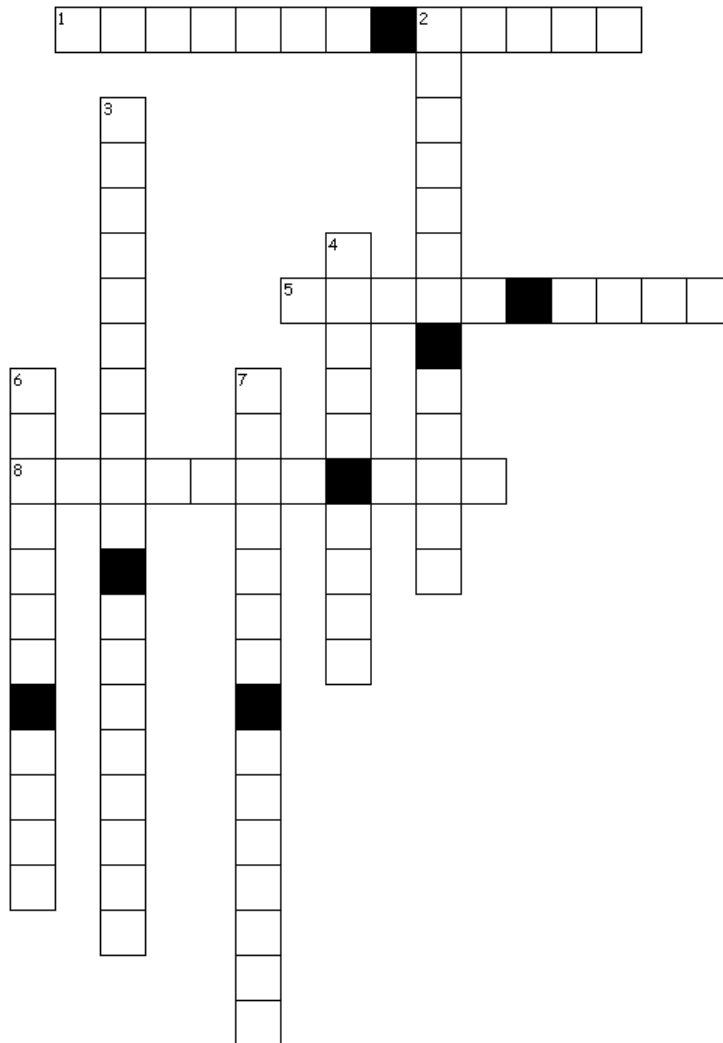
Available at <http://migre.me/9h98F>
Accessed on May 12, 2012



- We can tell from the cartoon that (0.6)
 - this is a quiet, typical dog.
 - the man is courteous and kindly.
 - the dog has unorthodox habits.
 - the man feels a great sense of power.

Available at <http://migre.me/9h9dg>
Accessed on May 8, 2012

5. Read the clues and complete the crossword puzzle: (1.6)



Clues Across

1. a set of red, green, and yellow lights that is used to stop and start traffic
5. a place on a road where the police use special hidden equipment to see whether drivers are going faster than is allowed in a particular area
8. a line of cars, trucks, etc that are moving slowly or not moving at all

Clues Down

2. an official metal sign with numbers and letters on the front and back of a car
3. a special place on a road where traffic must stop if people want to cross
4. a small raised area built across a road to force people to drive more slowly
6. the part of the road nearest the edge, especially used by slower vehicles
7. an official document that allows you to drive a car

6. Complete the sentences below with **should** or **shouldn't**. (1.0)

(A)
100 novels everyone _____ read
A Telegraph selection of the essential fiction library

Adapted from <http://migre.me/9h9gd>
Accessed on May 12, 2012

(B)
Fitness: Getting and Staying Active - Why _____
You Be More Active?

No matter what your size or shape, being active:

- Makes you feel better.
- Helps you fall asleep and sleep well.
- Gives you more energy

Adapted from <http://migre.me/9h9kj>
Accessed on May 12, 2012

(C)
The Real Reasons You _____ Eat After 7PM If You Want to Lose Weight

Adapted from <http://migre.me/9h9nT>
Accessed on May 12, 2012

(D)
Sex education _____ be taught in public schools for many reasons. For instance, if it
was still being taught, the rate of STDs and teen pregnancies could be lowered.

Adapted from <http://migre.me/9h9qi>
Accessed on May 12, 2012

(E)
Teenagers _____ have sex because they are not adults. Their bodies and
emotions are not fully developed, they do not support themselves, and frankly they're
just too immature to deal with the consequences of early sexual behavior (raising a
child, emotional scars from STDs).

Adapted from <http://migre.me/9h9tJ>
Accessed on May 12, 2012

7. Take a quick look at the articles below. Write the headlines in the right place. There is an extra option. (0.6)

- (A) Arrests after fatal lamppost crash in Billingham
 (B) Death crash drink-driver William Johnson banned
 (C) Drunk driver James Carrick admits causing Ryan Bell's death
 (D) Alan Evans jailed for causing death by dangerous driving of son Bailey, 5



15 April 2012 Last updated at 16:51 GMT

1. _____

Police have made two arrests after a man died when a car left the road and hit a lamppost on Teesside.

The crash, which involved a Ford Focus, happened early on Sunday on Wolviston Road in Billingham.

The front seat passenger, a man in his 20s from North Yorkshire, was pronounced dead in hospital.

Two people were arrested on suspicion of drink driving and causing death by dangerous driving.

Adapted from <http://migre.me/9h9Cb>
 Accessed on April 17, 2012



27 March 2012 Last updated at 16:24 GMT

2. _____

A teenage drink driver has admitted causing the death of his 15-year-old friend after crashing while trying to get away from a police car in Glasgow.

James Carrick, 18, was almost twice the drink-drive limit, when he smashed into a parked car, a fence and a wall in the Drumchapel area in March last year.

Ryan Bell died at the scene. Carrick, and two teenage girls who were also passengers, were injured.

Carrick was granted bail pending sentence in May.

The High Court in Glasgow heard that Carrick was driving around in his red Peugeot 107 with Ryan and two 15-year-old girls, who cannot be named for legal reasons. [...]

Adapted from: <http://migre.me/9h9Yl>
 Accessed on April 17, 2012



10 April 2012 Last updated at 18:16 GMT

3. _____

A man who was almost three times the legal alcohol limit when he crashed his car, killing his best friend, has been banned from driving.

William Johnson, 37, of High Street, Earls Barton, Northamptonshire, was disqualified from driving for 52 months by Wellingborough magistrates after admitting drink driving on the A45.

Graham Stickland, 29, a passenger in the car, died in the crash.

Johnson, who was left a paraplegic, was driving a Renault Scenic.

Magistrates also gave him a 24-month community order.

Mr Stickland, from Rushden, was in Johnson's car in the early hours of 10 May last year when it clipped a kerb and hit a lamppost. [...]

Adapted from: <http://migre.me/9h9DS> - Accessed on April 17, 2012

8. Read the articles and complete the chart below. If you can't find the information write "It doesn't say". (2.4)

	Article 1	Article 2	Article 3
What is the driver's name?	It doesn't say.		
What is the victim's name?	Ryan Bell.		
What did the car hit?	A lamppost.		
Where was the accident scene?	On the A45.		

9. Read the articles again. Are these sentences true or false? Write **T (true)** or **F (false)**. (2.0)

1.	The victim from North Yorkshire died at the hospital.	<input type="checkbox"/>
2.	Graham Stickland was driving his own car on the day of the accident.	<input type="checkbox"/>
3.	William Johnson is now unable to move his legs.	<input type="checkbox"/>
4.	All of the passengers in James Carrick's car were injured but only one died.	<input type="checkbox"/>
5.	Two drivers in the articles crashed their cars when they were trying to escape from the police.	<input type="checkbox"/>

Answers:

1. **B**

2. **C**

3. **D**

4. **C**

5.

1.	traffic light	2.	license plate	3.	pedestrian crossing	4.	speed bump
5.	speed trap	6.	outside lane	7.	driver's license	8.	traffic jam

6.

A.	should	B.	should	C.	shouldn't	D.	should	E.	shouldn't
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7.

1. Arrests after fatal lamppost crash in Billingham
2. Drunk driver James Carrick admits causing Ryan Bell's death
3. Death crash drink-driver William Johnson banned

8.

	Article 1	Article 2	Article 3
What is the driver's name?	It doesn't say.	<i>It doesn't say.</i>	<i>William Johnson</i>
What is the victim's name?	<i>It doesn't say.</i>	Ryan Bell.	<i>Graham Stickland</i>
What did the car hit?	A lamppost.	<i>A parked car, a fence and a wall.</i>	<i>A lamppost.</i>
Where was the accident scene?	<i>On Wolviston Road, in Billingham</i>	<i>In the Drumchapel area</i>	On the A45.

9.

1.	F	2.	F	3.	T	4.	T	5.	F
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Listening Transcript

A new law bans texting while driving in Wisconsin. If you text you can get pulled over and you will be fined.

“- May I see your driver's license please?”

Up to 4,000 dollars which might not be so expensive, considering the price you could pay for texting while driving. Thumbs down to texting and let's achieve zero deaths on Wisconsin roadways. Zero in Wisconsin. A vision we can all live with.

Rationale

Introduction

For many years now, the study of English as a second language in Brazil has relied on the premise that the learning process should focus on form (grammatical competence) rather than meaning (discourse competence). Consequently, most textbooks reflect this approach to learning by presenting a range of activities that are based on grammar exercises and barely address the realities of language usage in situations that are common to everyday life. As a result, the students did not feel stimulated during the learning process because grammar rules taught in isolation do not fit the human necessity to share ideas and feelings, which is the most basic foundation of communicating in another language for most people.

Nowadays we understand much better that learning to communicate effectively in a second language demands a lot more than simply learning a set of rules to organize speech and writing. In this sense, acquiring communication skills in a second language has more to do with focusing on practicality and usefulness than it does with being overly concerned about the formalities of sentence structure and grammatical rules. In accordance with this language learning premise, the theme-based Units presented here were developed for use in the classroom with young adult and adult, students at the Belo Horizonte City Hall Language Center that are at the pre-intermediate level in English as a second language. However, these units may be used by any qualified teacher working with other groups of the same age, range and skill level.

The principles of Critical Literacy, in which the students are encouraged to have a critical thinking view of reality, and Communicative Language Teaching, in which language is seen as the primary means of communication, were also taken into consideration during the development of these Units, in order to allow sufficient freedom for the students to express their own knowledge and points of view from a practical, realistic and thus meaningful perspective. The theme of each Unit was carefully selected to provide the students with opportunities to explore familiar problems that many people confront in their everyday lives. The intended communication skills to be acquired are linked to the basic themes, and create situation and scenarios that encourage the students to interact and discuss ideas just as they might in the real world. The syllabus is derived from the texts; making it possible for the students to also learn inductively and in a more autonomous way.

The Units are divided into different sections so as to consistently organize and formalize the learning process. Each section has activities that provide substantial input, in

order to make it possible for teachers to push output from the students. The Teacher's Guide presents tips, extra activities and alternative options for some exercises as a means of promoting different kinds of interaction in the classroom.

The following statements of rationale apply to both Units, as they have the same organization. However, further justification is provided whenever necessary.

Getting into the mood!

In this section, attention is drawn to the main theme of the Unit in order to stimulate the students' prior knowledge on the subject. Because it is a pre-listening activity, there is room for interaction, so negotiation of meaning must be encouraged in order to provide comprehensible input. At this point, teachers should provide their students with some useful expressions that they may use whenever they do not understand what is being said: "encouraging second language learners to negotiate can involve learning the appropriate language items and procedures to negotiate and providing opportunities for practice." (NATION and NEWTON, 2009, p. 107). In order to facilitate this process, teachers should also attempt to raise their students' general level of awareness with the extra activities provided in the Teacher's Guide. Little by little, the students may be expected to incidentally begin introducing vocabulary they are familiar with.

I'm all ears!

In both Units the students will be provided with video clips to work with. At this point they are expected to work on their own and should be encouraged to look for clues in the videos in order to complete the activity. According to Nation and Newton¹ (2009 apud NATION and NEWTON)

Although negotiation is a very effective means of encouraging learning through interaction, it does not account for most of the learning through interaction. Most learning will occur through guessing from context which is not overtly signaled, and by the non-negotiated noticing of language features.

In the first Unit, the students should pay attention not only to the spoken language but also to the images in the video itself. The idea here is that they will benefit from the visual presentation in order to make the most of the activity. In other words, visual information plays an important role in helping the students understand what they are hearing.

¹ Newton, 1995; Nation 2001: 123-125

In the second Unit, the students will watch just the first two minutes of the video with the sound turned off, so that they will have some visual clues to make predictions about the actual content of the video to complete the first activity, which does not require them to hear the audio. Next, they will watch the complete version of the video with the sound turned on, to check if their predictions are correct and also to get the additional information that is necessary to complete the next activity. Now, a short section of the video will be carefully explored and the students will listen for specific details, focusing their attention on the words *habits*, *neighborhood* and *man*. This is going to be the starting point for the teacher to then highlight and review the correct position of adjectives in proper sentence structure, because some pre-intermediate students may still have trouble with this important skill.

Get your tongue around it!

Special attention will be drawn to pronunciation in these sections. For many years, pronunciation was neglected in textbooks, making many students believe that this is an unimportant or extremely difficult issue. The fact is that if we aim to teach how to communicate, we must teach students how to pronounce words correctly so that they may be understood by others. Mastering pronunciation, or at least having a good command of the proper pronunciation of words, is a means of preventing the students from being hesitant, embarrassed and therefore, limited in the quality of their interactions. It is generally known that English is not a phonetic language, i.e., you cannot simply determine how many words should be pronounced based on spelling alone. Because of this, these units encourage the use of phonetic symbols to facilitate the correction of the students' pronunciation in a way they can both see and hear. Once the students are familiar with phonetic symbols, chances are that they will feel more confident and comfortable whenever they learn and try to correctly pronounce a new word.

In Unit one, differences in the pronunciation of the [t] sound are highlighted. Teachers are responsible for raising their students' awareness of the variations which may occur in a language. Cristófaros-Silva² (2007, p.71) reminds us that

Any language shows variations. Languages are dynamic systems that constantly change. [...] Native speakers are generally aware of the variations in their mother tongue. However, most

² Original text: *Toda e qualquer língua apresenta variações. Línguas são sistemas dinâmicos em constante mutação. [...] Os falantes nativos, geralmente, têm conhecimento da variação em sua língua materna. Contudo, ao estudarem uma língua estrangeira, a maioria dos alunos não reflete sobre a variabilidade inerente às línguas naturais[...].* FONSECA-SILVA, M.C.; PACHECO, V; LESSA-DE-OLIVEIRA, A.S.C. (Org.). **Em torno da Língua(gem): Questões e Análises**. Vitória da Conquista: Edições Uesb, 2007.

students of a foreign language do not reflect upon the inherent variability to the natural languages. [...]

Unit two focuses on a more subtle matter: the differences between a long sound and a short sound. It is important to show the students that certain sounds may seem similar at first, when in fact they are not. Focusing on these examples is an effective way to encourage the students to investigate where similarities and differences in pronunciation may occur. Once they understand some of these variations, there will be room to reflect on the ways they may incorrectly pronounce other words. The same idea applies to a speaker's accent, for which a certain degree of regularity (American English or British English, for example) is expected. In order to improve speaking skills "any person can "refine" their accent by organizing the knowledge of the foreign language they are learning."³ (Cristófaró-Silva, 2007, p. 75)

As words are not spoken in isolation during normal interpersonal communication, Unit one encourages teachers to ask their students to use the words from the exercises in different sentences, in order to observe other features of proper pronunciation such as linked sounds, rhythm, and intonation.

By word of mouth!

The students frequently argue that the most difficult aspect of learning a foreign language has to do with vocabulary. In fact if one makes grammar mistakes during an interaction but manages to convey their intended meaning through the use of the correct words, then it is justified to say that learning vocabulary plays a crucial role in acquiring communication skills in a second language. Lewis (1993) highlights the importance of this issue, drawing attention to the lexical items (words or structures) in different settings and how such settings determine their use. In order to help the students understand that vocabulary not only plays an important role during interpersonal interactions, but that it must also be systematized according to its use, different types of exercises were developed for these Units.

In Unit one, the students are encouraged to activate their formal schemata in order to contextualize the given vocabulary. A lot of input was provided in the **Getting into the mood!** and **I'm all ears!** sections, with the intent that the students should not have any great trouble doing the activities. The notion of common "sayings" was introduced as a

³ Original text: "qualquer pessoa pode "refinar" o seu sotaque mediante a organização do conhecimento da língua estrangeira a ser aprendida." FONSECA-SILVA, M.C.; PACHECO, V; LESSA-DE-OLIVEIRA, A.S.C. (Org.). **Em torno da Língua(gem): Questões e Análises**. Vitória da Conquista: Edições Uesb, 2007.

way to encourage the use of bottom-up and top-down strategies so that the students will understand that the use of “chunks” of words in a pragmatic way can be effective, as sayings are a common feature of both Portuguese and English.

Unit two presents activities that focus on the use of lexical items to help the students realize that knowing the meaning of a word is important, but that knowing how to use it correctly is far more important. The theme of this Unit leaves room for the exploration of common word combinations, providing the students with a lot of meaningful input. In addition, images were used to facilitate the development of vocabulary in a more contextualized way. Teachers are encouraged to help their students by giving them clues about how to keep a personal record of the new vocabulary they learn. Nation (2001, p. 129) argues that

The knowledge required for production is greater than the knowledge required for reception. An important way of helping learners gain control of this knowledge is for the teacher to enter into a dialogue with the learners, encouraging them to produce vocabulary that the teacher models.

Read up!

Reading is something that we do naturally in our everyday lives. We read the world around us from the time we wake up in the morning, until we go to bed at night. It is a natural process that happens in both conscious and unconscious ways. When it comes to reading written texts, attention must be drawn to the fact that such potentially fertile sources of learning provide the students with lots of information and vocabulary. In this sense, reading activities should leave room for learners to make a connection among what they know, what they expect to learn, and what they read: text can be a mirror that reflects the (un)reality that surrounds us.

In both Units the listening section (which also allows room for speaking exercises) precedes the reading section. This organization allows the students to understand that what they are going to read has an obvious connection with the things that they have already discussed. This is a way of encouraging the students to see the text not just as mere presentation of facts or thoughts, but as a vehicle for someone to present their own reality. According to Brown⁴ (2005, apud OLIVEIRA E PAIVA)

Reading ability will best be developed in association with writing, listening, and speaking activity. Even in those courses that may be labeled “reading”, your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

Unit one aims to raise the students’ awareness of the benefits of having healthy eating habits. The article presents opinions that reinforce the advantages of making small changes in eating habits in order to live better. The activities encourage students to reflect

⁴ Brown (1994, p.283)

on their own reality and the information from the text, and thus come to a conclusion about whether changes in their own lifestyle might be advantageous or not.

Unit two presents an article that is intended to inform the reader. First, the students are encouraged to interact with the text by identifying the correct title for each paragraph. In this way, they will realize that the same text can have different purposes. The activities developed for this text meet some of Marcuschi's⁵ (1996:11) reflections on different levels of reading: in some of them, the students will have to deal with paraphrased sentences (horizonte mínimo), whereas in others they will have to make inferences in order to arrive at some answer/conclusion (horizonte máximo). This approach is one way to ensure that the students will have an opportunity to go beyond the words.

Crossing borders!

This section focuses on the importance of associating language learning with cultural awareness. Philosophers and linguists claimed that in order to achieve successful communication, some cultural aspects related to a given language should be highlighted. Krasner (1999, apud PETERSON and COLTRANE) reminds that "linguistic competence alone is not enough for learners of a language to be competent in that language".⁶

Learning to communicate effectively in a second language involves much more than understanding a formal set of rules and acquiring a vast vocabulary. Since English is spoken in many countries, cultural differences will also affect the way it is used. Kramersch (2009) argued that "while culture has always been an indissociable part of language teaching, the links between the language taught and the sociocultural context in which it is used have become much more diversified than they used to be."⁷

Both Units include activities that expose the students to cultural issues, to help them realize that it is often the environment that determines how language is used. At this point the students are encouraged to compare linguistic differences of their own country with those of other countries where Portuguese is spoken.

In Unit one, this section was also used to elicit information to prepare students for the grammar approach in the next section. The Unit focused on the subject of eating habits until this point, when another perspective on food is developed in order to leave room for

⁵ DELL'ISOLA, R.L.P. **O sentido das palavras na interação leitor-texto**. Belo Horizonte: Faculdade de Letras da UFMG, 2005, p. 84, 85.

⁶ Krasner, I (1999). The role of culture in language teaching. *Dialog on Language Instruction*, 13 (1-2), 79-88.

⁷ Kramersch, C. **Cultural perspectives on language learning and teaching** – Chapter 9, p. 220, in **Handbooks of Applied Linguistics: Communicative Competence, Language Communication Problems, Practical Solutions**.

the students to consider the subject from a cultural perspective as well.

In unit two, some differences between American English and British English are emphasized. The intention is not to make the students think that such differences should make the learning process any more difficult, but rather to show them that although English is considered the global language of business, commerce, tourism, politics, etc., there is still a great deal of variation between English speaking countries and even among regions within these countries.

What's language for?

Language exists to satisfy and facilitate the human necessity for interpersonal communication. In this sense, it is correct to say that language learning and teaching should focus not only on structural aspects but also on practical usage and the meanings that people convey when they express themselves in real life situations. Communication happens at different levels and in different settings, so it is crucial to empower the students to gain a sense of control over their use of the language. When teachers approach grammar trying to find a balance in teaching different types of knowledge, chances are that communication will be much more effective. Bialystok (1982, apud JOHNSON) reminds that it is the nature of the task that determines the type of knowledge learners will use.

In this section, students are provided with text samples that focus on the use of the language in real situations. Structural aspects are then highlighted within a meaningful context, where form, meaning and usage are intertwined. At this point, the students are encouraged to generate rules inductively, which leaves room for a more explicit approach to the rules of language later on: the students' for whom these units were developed, should then feel more comfortable and confident at having had the chance to formalize their knowledge.

Despite giving some attention to the structural features of the language, both Units focus more on its function than they do on its form. In this way, the students should come to appreciate the notion that it is easier to acquire an understanding of a set of rules through language use (discourse level) than it is through studying language structure (sentence level).

Let's have a word!

In this section, students will have the chance to use grammar and lexis communicatively. The idea is to push output from the students, so that they will be able to produce spoken language, turning their receptive knowledge into productive use (Nation

and Newton, 2009, p.116).

In the first Unit, speaking activities are explicitly approached before writing production: the more students talk about the theme of the Unit, the more input they will have to work with during the writing task.

In the second Unit, speaking is approached before the students read the text, in order to activate their prior knowledge and, at the same time, raise their awareness about the topic of the article they are going to read. At this point, in order to make interaction more efficient, teachers should encourage scaffolding, with the students helping each other. According to Vygotsky⁸ (1978, apud MCLEOD) “less competent learners develop more quickly with help from their more skillful peers.”

It is also important to highlight that speaking activities are a good starting point for teachers to rethink and plan their lessons. Pienemann (2003, apud NATION and NEWTON) emphasizes that

Observing learners in speaking activities can provide important information for the teacher about the learners' control of developmental features, like question making, and other features. This information can indicate to the teacher where language-focused instruction could usefully be directed. The presence of a feature in the learner's speaking is a sign that formal teaching could have a positive effect on expanding and refining its use.

Write it up!

We all know that spoken interaction provides room for spontaneity: when we talk, we signal the listener with gestures, sounds or facial expressions that convey meaningful clues and facilitate communication. In this scenario, the speaker is able to adjust his/her register, using different features of oral discourse. After this interaction, the students may feel more confident, once they learn to rely more on the listener to negotiate meaning and keep the flow of a conversation. However, we must also be conscious that engaging in the written language, which is a solitary endeavor, should also warrant closer attention. The bridge that connects oral interactions and written text may be difficult to cross if the learner lacks a good command of the language. From this perspective, it is assumed that the classroom is the perfect place for learners to achieve this level of competence, so it is the teacher's responsibility to provide their students with different opportunities for them to create such texts. In order to do so, students have to consider their own communicative purpose, their intended audience, and the appropriate level of (in)formality in their style. Swales and Bathia⁹ (2000 apud CELSE-MURCIA and OLSHTAIN) note that

[...] a genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic

⁸ (Vygotsky, 1978, p.86)

⁹ (Swales -1981, 1985, 1990 – and Bathia – 1993)

community in which it regularly occurs (Bhatia, 1993:13). Both authors emphasize the communicative purpose of the text as the most important feature related to genre. It is the communicative purpose that shapes the genre and gives it internal structure.

Writing is explicitly approached in the first Unit in the **Write it up!** section. After having had a sufficient visual, spoken and written input about the topic of “eating habits”, the students will be able to write a text using different resources. Due to the nature of the given genre, reasonable grammatical accuracy should be expected, that is, the intended audience and the occasion require a certain degree of formality.

In Unit two, written production follows the grammar approach in the **What’s language for?** section. At this point, the students are encouraged to pay attention to a very informal type of written text and its features. The text will provide teachers with the necessary input to draw students’ attention to the fact that the type of language meets the function of the text.

Let’s think about it!

In order to help the students realize the importance of monitoring what they are learning, this section aims to present a set of topics that encourage them to carefully reflect upon their progress. Given that these units were developed by taking into consideration the principles of Critical Literacy and Communicative Approach, it is of paramount importance to let the students see the teacher as an active facilitator of the learning (Larsen-Freeman, 1986). This section also leaves room for the teacher to provide feedback, suggesting alternatives for improvement whenever it is necessary.

Beyond the classroom!

This section encourages the students to venture outside the boundaries of the classroom, by having them investigate some useful Web sites. This is intended as a way of showing them that learning is an ongoing process and that it is perfectly reasonable to learn new skills even when we are doing ordinary things like surfing the Internet. If the students understand that learning is about sharing information, being active and supportive, interacting with others, being critical and, above all, being receptive, then we the teachers, can be sure that our role and responsibility in the learning process has been fulfilled!

Evaluation

The students should be evaluated both formally and informally as a means of receiving feedback from the teacher. Brown (2004) claims that

[...] Tests are formal procedures, usually administered within strict time limitations, to sample the performance of a test-taker in a specific domain. Assessment connotes a much broader concept in that most of the time when teachers are teaching, they are also assessing. Assessment includes all occasions from informal impromptu observations and comments up to and including tests.

During the development of this unit, there is ample opportunity for the teacher to assess the students as they are forming new degrees of competence. It is important to highlight here that the students' level of proficiency must be taken into consideration and even small signs of progress are representatives of a students' growth throughout the learning process. Informality, however, is not meant to imply that teachers do not have to systematize information: keeping a record of their students' progress is crucial for them to decide if their students are ready to advance to a more advanced stage or not. At the end of each unit, in order to summarize what the students have grasped, a formal test should be taken. These tests were developed in observance of Browns' (2004) principles of language assessment: practicality, reliability, validity, authenticity, and washback. Also, there is a balance between close-ended response tasks and open ended response tasks, as a means of regulating the time the students will have to take the test and the time the teacher will have to correct and score them.

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