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A POTENTIAL ENGLISH SYLLABUS DESIGN FOR ELEMENTARY SCHOOLS IN BRAZIL

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"Our Creator would never have
made such lovely days, and
have given us the deep hearts
to enjoy them, above and beyond
all thought, unless we were
meant to be immortal".

Hawthorne

To my brother Rui Riva de Almeida

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

A B S T R A C T

This study is an attempt to produce a potential syllabus design for elementary schools in Brazil (1st to 8th grade). The fact that what is known as true for a language teaching situation can turn out to be false in other teaching contexts is stressed from the very beginning to ensure critical readings of the work.

The definitions presented by different linguists of the term syllabus and different syllabus approaches are presented as a theoretical basis for the syllabus proposed. By the same token, the learners' interests and needs and the possible objectives of language courses are analysed.

A detailed presentation of the situation in mind when producing the syllabus, i.e., the situation in Escola Anjo da Guarda, an elementary private school within the Brazilian system of education, follows the theoretical underpinning. In the proposed syllabus a form to be completed with possible units of learning is described and it is built up in such a way that the reader can look at it from two different angles: the semantic demand viewpoint, i.e., the semantic demands on the learners and/or the linguistic form viewpoint, i.e., the linguistic

forms the learners will work with.

The rationale behind the whole work is clarified and exemplified through the presentation of the first two grades of the syllabus with detailed commentary: a linguistic commentary, i.e., an explanation regarding the choices made, and a teaching commentary, i.e., an indication for teachers of the procedures envisaged when using the syllabus. The other grades of the syllabus are presented as an appendix to the work.

Possible changes and further developments concerning the proposals studied are examined, giving evidence for the assumption that in language teaching only partial and temporary conclusions can be achieved, since human beings, who are unique in their learning strategies, are involved.

R E S U M O

Este estudo é uma tentativa de se produzir um currículo de inglês de possível utilização nas escolas brasileiras de 1º grau. O fato de que aquilo que é verdadeiro numa situação de en sino específica, pode se tornar falso em outras situações é enfatizado desde o princípio para garantir que sejam feitas lei turas críticas do mesmo.

As definições do termo currículo apresentadas por diferentes linguistas e os diversos tipos de currículo por eles discutidos servem como base teórica para o trabalho proposto. Pela mesma razão, são analisados os interesses e as necessidades dos alunos e os possíveis objetivos dos cursos de língua.

Após as considerações teóricas é feita uma apresentação detalhada da situação tomada como base quando da elaboração do currículo, neste caso a realidade da Escola Anjo da Guarda, uma escola particular de ensino do 1º grau do sistema educacional brasileiro. Dentro do currículo proposto, uma tabela a ser preenchida para cada unidade de ensino é descrita, podendo ser ana lisada sob dois pontos de vista distintos: o ponto de vista das exigências semânticas dos alunos e o ponto de vista das formas linguísticas a serem trabalhadas.

Procuramos explicitar e exemplificar a fundamentação de todo o trabalho através da apresentação das duas primeiras séries do currículo com comentários detalhados: um comentário linguístico, ou seja, uma explicação sobre as escolhas feitas e um comentário dirigido aos professores, com uma indicação dos procedimentos visualizados em sala de aula. O currículo das demais séries é apresentado como um apêndice ao trabalho.

Possíveis modificações e desenvolvimento das propostas apresentadas são examinados, comprovando a hipótese de que no ensino de língua somente conclusões temporárias e parciais podem ser obtidas, uma vez que cada elemento humano é um ser único com relação às suas estratégias de aprendizagem.

1. INTRODUCTION

This research grew out of the needs of our students at an elementary school. It began as purely intuitive work and the experience with the students was the main source material in hand. It is true that, as **Winch** (1958) points out, experience authenticates the object of study, but I felt is was necessary to systematize the whole process the students were undergoing in order to establish a unity among the procedures of all teachers dealing with them. I decided to collect the generalizations I got from evidence and ended up writing a plan of a syllabus for English as a foreign language which was to begin with a transcription of what was being done in practice.

This work was interrupted for almost two years and when I revised what was written before, I no longer followed the original plan of the syllabus. Most of the things were still valid, but some of them had to be changed.

One of the factors that led me to consider the work fresher was the work of **Popper**. The idea that only through criticism can knowledge advance is for us one of the most important in his work. In order to look critically at the work we were doing, we had to analyse the work standing outside the object which is certainly not easy for teachers, but tremendously useful. We were faced with the fact that the process of adding new items to the existing body of information would be endless and that we were using

induction most of the time. Bryan Magee (1982), in his book about

Popper, says that "induction" is an independent logical principle,

incapable of being inferred either from experience or from other

logical principles, and without this principle science is

impossible".[1]

Some people might argue that science has to be precise

and therefore there is no room for such a thing as induction. A

distinction between hard sciences and social sciences has to be

made here. It seems to us that hard sciences can be more precise

than social sciences, since social sciences deal with human beings

who are always submitted to changes. If being precise means being

unambiguous, then we agree that this is essential in any kind of

science; what we cannot agree with is that there is no room for

induction because it leads to refutations, since as Popper proposes,

our theories have to be as unambiguous as possible to be clearly

exposed to refutation. Each theory tells us something more about

the world and the confrontation between the consequences of this

theory and new observable experiences leads to a new discovery

and to the search for a better theory.

Having this is mind, we may say that this work is an

attempt to formulate a syllabus design based on the existing

theories. One will certainly notice our preferences in relation

to certain theories. We will try to justify these preferences as

[1]MAGEE, Bryan. Popper. Glasgow, Collins, 1984. p.21.

clearly as possible in order to avoid ambiguity. The assumptions

presented can always be submitted to refutation, i.e., to

falsification, but one has to be aware that falsification in

language teaching is restricted to a particular situation, i.e.,

what is true in certain contexts proves to be false in others.

Therefore we are proposing something which is applicable to the

here and now, consciously knowing that what we know as true can always

turn out to be false in different situations in the near future.

2. JUSTIFICATION FOR THE WORK PROPOSED

2.1 Situation of foreign language teaching in Brazil

Brazil is a country which has undergone many changes in its
programme for the teaching of foreign languages. Considered
compulsory subjects in the past, they are now just recommended by
the Ministry of Education. Even so, most private and state
schools still have a foreign language included in their programmes
and English is the main choice at the moment, although German,
French and Spanish[1] are taught in some schools.

In the Brazilian educational system, a child goes to an
elementary school for eight years ("1º grau") and then there are
another three years in the secondary school ("2º grau") before
getting to university standard.

Usually in the majority of the state schools where a
foreign language is taught, the students have their first contact
with the syllabuses for foreign languages when they get to the
fifth grade. They follow a syllabus determined by the school and
its teachers up to the eighth grade, when they finish elementary
school. Then they can either stay in the same school or move to
another one, and if they have a chance to continue studying a

[1] Veja, Aug 12, 1987. p.86.

foreign language, usually the syllabuses are new ones and do not take into account the previous years of language studying.

The same happens in most private schools, except for the fact that in some of them foreign language studying starts in the first grade.

Another fact that can be confirmed through an analysis of the Brazilian educational system is that many teachers do not know enough of the content of their subject to pass it on to their students. One certainly finds English teachers who are not able to communicate in English and in order to perform their job they simply follow the topics and structures from the "contents" page of a coursebook without even questioning their adequacy for the specific teaching/learning situation in mind and without being able to assess or meet the students' needs. On the other hand, groups can be so large (approximately forty students) that it can be very difficult for the teachers to get to know all the students, given that they meet them only twice a week (two fifty-minute classes).

Apart from this, only a few schools have got extra materials to help their teachers in performing their tasks. If the teachers want to use a tape-recorder in class, they have to bring their own and use it in rooms where there is little acoustic help.

2.2 'Situation in my school

The school at which I work as an English teacher is probably an exception in these respects. **Escola Anjo da Guarda** is a private elementary school in Curitiba, with about one thousand students who start dealing with a foreign language in their first grade at school and go on with the process of acquiring it up to their eighth grade when they leave school.

The foreign language taught is English because the school wants to deal with a language which can be relevant for the students in the future. Knowing that most academic and scientific information is spread throughout the world in English[2] and bearing in mind that the students from Anjo da Guarda are among the priviledged ones who usually get to the universities, the school decided that English is certainly the best choice for the time being.

One important decision was to view English as an integrated part of the school general syllabus, as another means of expression through which concepts worked with in other areas can be reinforced. Attention is drawn where appropriate to the places where the integration occurs in our chapter 5.

[2] French scientists publish the extract of their researches in English even before publishing them in French. (Le Monde, Paris, Oct. 1982.
    83% of the scientific annual publications are produced in English and only 22 to 24% of these are translated to Portuguese (UNO, Washington, 1980).

The school provides the teachers with different sorts of materials - OHP, tape recorders, xerox machines and video amongst others - and the teachers, being all fluent speakers of the language, have developed and are constantly feeding a resources centre with visual aids and supplementary materials according to the students' needs and interests. These materials are prepared for classes with a maximum of twenty-five students.

Working in such conditions led me to think that in order to do what we wanted to do properly, we needed to develop a detailed syllabus for English as a foreign language from the first up to the eighth grade, so that all the teachers would have a general view of the process the students undergo and the teaching items would be relevant for them.

There is a common belief that nothing worthwhile is learnt in English classes at elementary schools and that only private language institutes can do a good job in this field. We claim that if a detailed syllabus is developed, it may be possible to prove this view mistaken. One can not forget that if English is not used successfully, it may disappear from the elementary schools and as a consequence of this, there will certainly be fewer people to study the language at university level, fewer people for teaching the language in the future and access to world information will certainly be restricted.

2.3   General principles of syllabus design

One of the main justifications for the syllabus presented
in this dissertation is that it might serve as a model for other
schools. It seems that the first step towards the improvement
of the situation in the field of foreign language teaching in
Brazil is the development of syllabuses which take into
consideration the twelve years that a student is going to spend
at school. Doing so, we will be able to develop a more coherent
syllabus in the sense that the content of our subject will reflect
these twelve years in a homogeneous way. We will then avoid the
risk of either giving too much at one stage and neglecting other
stages or unnecessarily repeating the same content and therefore
preventing the students from moving forwards in the process of
learning (if not acquiring) a foreign language.

If acquiring a language involves mastering the four
different skills - listening, speaking, reading and writing - and
not only learning this or that rule, it means that the students
will have to be exposed to the language and the difficulty level
will have to increase in the four skills gradually, not forgetting
that these skills are related most of the times. For this reason,
it is useful to have a **spiral system** whenever dealing with
language learners. According to such a system, the learner is
always moving a step forwards, but never forgets what was taught

or dealt with before. What was at first **receptive knowledge**

turns into **productive knowledge** of the language as it is shown

in the diagram below:

(1st year of a student at elementary school)

starting point x
· · · · · · receptive ·

receptive turns into productive + new
receptive item.

productive + productive
+ new receptive item.

x (12th year of a student at school)
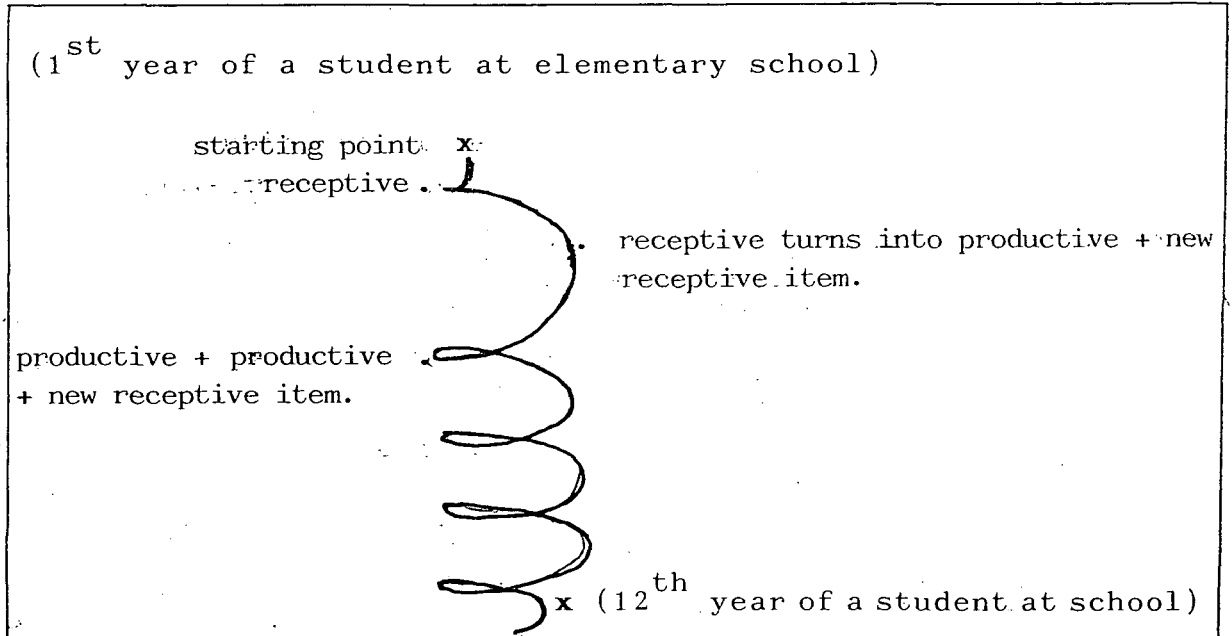
The diagram makes it explicit that the whole process that

students undergo has to be analysed in detail when designing a

syllabus. This way there is a good chance that the product, i.e.,

the results achieved, will be effective, since long term

results are usually more significant than short term results.

3. THEORETICAL UNDERPINNING

3.1 INTRODUCTION

It has already been mentioned that the final aim of this dissertation is the production of a syllabus for English as a foreign language which may be suitable for certain elementary schools in Brazil. However, before dealing with our final aim, it is relevant to analyse and present some theoretical support for the following assumptions:

1. Few English teaching staff members have what might be considered an adequate background on theoretical knowledge of language teaching and learning. Therefore even a term such as syllabus may not be definable in any clear way for most teachers. It would thus seem necessary to define what we mean as a syllabus as well as to introduce teachers to a selection of syllabus approaches and the components proposed by a number of applied linguists. In this way teachers may be in a better position to decide on their own options after studying the different existing propositions.

2. Once an adequate grasp of the basic, relevant theoretical issues has been achieved, we are then in a better position to attempt to relate the theory to

practice. A second assumption is that the options

taken by the teachers would probably be very closely

related to an analysis of socio-cultural factors

which are part of the life of our students. The

learners' needs would be much more precisely defined

by their teachers than by an author of a coursebook

who may not know enough about the students' reality

and needs. It would also seem possible to define the

learners' needs in communicative terms and then try

to define the communicative goals for language

teaching and learning.

3. After defining the students' needs it is necessary

to match them with the objectives of the language

course itself. Both variables have to be considered

if results in language teaching and learning are to

be effective in terms of students' needs.

Our review of the literature will be related to these

three assumptions. Thus after studying the different views

presented by different applied linguists and other specialists

interested in language acquisition, language teaching and

language learning, we return to discuss their validity in terms

of our overall aims in chapter 6.

3.2   REVIEW OF THE LITERATURE RELATED TO ASSUMPTION 1

3.2.1   Defining what a syllabus is

Several authors have emphasized the importance of the syllabus in second or foreign language teaching and learning. Unfortunately, for many teachers the task of syllabus design is very much related to the idea of simply selecting structural items and grading them in a suitable order for teaching as **Brumfit** and **Johnson** (1979) have well pointed out.

Keith Johnson (1982) states that a syllabus is a definition of what we should teach to our students. Things like structural items (e.g. present continuous, future going to), signification (e.g. nationalities, parts of the body) and language use (e.g. language used for describing houses - in this house there is ...). Developing a syllabus therefore, means designing a course or preparing a series of lessons. The steps to be followed would be:

   a) we think about an specific teaching content;

   b) we draw up a list of all the items we wish to teach or that we think the students may need, i.e., we develop a syllabus inventory;

   c) we make various decisions about the presentation of these items (e.g. the order in which they will appear), i.e., we organize our syllabus inventory.

Richards and Rodgers (1986) state that "the term syllabus has been used to refer to the form in which linguistic content is specified in a course or method"[1]. They claim that this definition of syllabus is associated to methods that are product centered and not to methods which are process-based, i.e., methods in which language content is not a major consideration.

Dubin and Olshtain (1986) propose that a syllabus has to describe the following items:

1. What the learners are expected to know at the end of the course, or the course objectives in operational terms.

2. What is to be taught or learned during the course, in the form of an inventory of items.

3. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.

4. How it is to be taught, suggesting procedures, techniques, and materials.

5. How it is to be evaluated, suggesting testing and evaluating mechanisms[2].

One can thus perceive that for them syllabus is a broad subjec related not only to theory, but specially to practice. They claim that "a good language syllabus should have a well specified

[1] RICHARDS, J. & RODGERS, T. Approaches and methods in language teaching. Cambridge, Cambridge University Press, 1986. p.21.

[2] DUBIN, F. & OLSHTAIN, E. Course design; developing programs and materials for language learning. Cambridge, Cambridge University Press, 1986. p.28.

goal towards which all are moving; it should organize the

material so that learners can constantly progress in their

acquisition by using generalizations as stepping stones".[3]

Ron White (1982) defines a syllabus as a programme of

teaching which specifies content, and method and sequence when

possible.

Yalden (1987) views a syllabus as an instrument which

is used by the teacher and the syllabus designer to achieve "a

certain coincidence" between the needs and aims of the learners,

and the activies which will be done in the classroom. For her,

a well-developed syllabus has to be efficient. She distinguishes

two types of efficiency: a pragmatic efficiency, i.e., economy

of time and money and a pedagogical efficiency, i.e., economy

in the management of the learning process. Yalden also mentions

that explicitness is fundamental for the implementation of any

sort of syllabus and that teachers have to take part in the

process of course designs. As she says "to have the teachers

participate in syllabus production ensures complete understanding

of the end product". Unlike Dubin and Olshtain (1986), Yalden

believes that a syllabus has to define content first and only

in a later stage of development statements about materials to

be used and methodology have to be presented.

Prabhu and Carroll (1980) define syllabus as what is to

[3] DUBIN & OLSHTAIN, p.92.

be done in the classroom rather than what parts of the content are to be learnt.

It would seem appropriate and necessary at this stage to glean from these applied linguists and establish certain common ground or parameters which may be said to be mutually acceptable by all the authors. A syllabus may thus be defined as a study of the teaching/learning programme to be developed taking one or more of the following items into account:

a) the human beings involved in the teaching/learning programme;

b) what is to be done in the class;

c) the teaching contents to be worked with, i.e., the linguistic forms (structures, parts of the grammatical system and lexical items) and/or language use (notions or concepts and topics);

d) when to deal with the teaching contents selected;

e) how to deal with the teaching contents selected.

3.2.2 Detailed descriptions of different syllabuses

Having established what might be meant by a syllabus we will now continue by presenting details of various types of syllabuses common in language teaching.

a) Grammatical (or structural) syllabus

Wilkins (1972) defines a grammatical syllabus as a syllabus in which the units of learning are defined in

grammatical terms and where the students are exposed to one part of the grammatical system at a time. He explains that the grammatical system involves the relationship that exists between everything in the language, and not only in the grammar, which is why the term structuralism is frequently used.

Mackey (1966) states that in a grammatical syllabus the rules of grammar are learned along with groups of words, providing students with practice in the application of the rule, although the knowledge of the rules is the most important point, as the abstract rule-learning is considered useful mental discipline.

Dubin and Olshtain (1986) mention that this sort of syllabus is also known as structural or linguistic syllabus, being centred around grammatical items.

The grammatical syllabus has been heavily criticised. Allen (1974) suggests that the grammatical syllabus leads to the manipulation of surface structure patterns, but that there is a need to provide an insight into deep structure relationships.

Wilkins (1972) mentions the following facts regarding this type of syllabus:

1. it is difficult for the learners to visualize applicability for the knowledge they get;

2. there is usually a reduction of motivation among students who want to get immediate practical return;

3. it aims to teach the whole system of the language

including grammatical items, or areas of structural
knowledge which are not relevant for all learners;

4. a confusion between grammatical form and grammatical
meaning is often created;

5. there is no room for the acquisition of communicative
competence.

As far as the labels used for syllabus are concerned,
Wilkins says that "what is implied by use of **structures** is more
a revolution in methodology than a revolution in content.
"Grammar" is more usually taught through explicit rules, while
"structures" are acquired more inductively".[4]

Most of the criticism in relation to the grammatical
syllabus stems from the fact that it looks at the process of
language learning from only one perspective - the use of grammar
in structures - and therefore does not account for other facts
such as the context of the situation or the purpose and validity
of what is being taught.

b) Situational syllabus

Wilkins (1972) defines this type of syllabus as that which is
based upon predictions of situations in which the learner may operate
using the foreign language, having the native speaker's use of
the language as a parameter. It is a learner based syllabus
which contrasts with the subject based grammatical syllabus.

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[4] WILKINS, D. Linguistics in language teaching. London, Edward Arnold, 1978. p.72.

"When?" and "Where?" are the questions to be answered in this syllabus.

Dubin and Oshtain (1986) mention that the tourist phrase book is a typical example of what is known as situational syllabus.

The criticisms established by **Wilkins** to this syllabus are related to the difficulty in defining what a situation is and its limits.

c) Notional (or semantico-notional) syllabus

The semantic unit is the core of this third type of syllabus and thus its organization takes broad areas of meaning such as space, time, quantity, etc, which are related to pre-established themes.

According to Wilkins (1976) the emphasis is on the content rather than on the form of the language. It tries to answer the question "what?", i.e., "what kind of thing a learner is likely to want to communicate?" The linguistic forms are planned according to the semantic demands of the learner and there is no one-to-one relationship between grammatical structures and the notions they express. For **Wilkins** the value of this approach lies on the fact that the communicative value of everything that is taught is considered.

Wilkins does not eliminate the use of grammar. In 1974 he proposed the concept of a limited grammar, i.e., the learner should define how much of the language system he would like to learn, consciously aware that the knowledge of the grammatical system of a language is not enough for producing messages.

Brumfit (1981) criticises the fact that notions may seem clearly definable, but they are not and it is not easy to specify the relations between them.

Brumfit (1981) and Paulston (1981) also point to the lack of systematicity in a notional organization. Generalizations are not allowed and it becomes difficult to establish the progress of the learners from one stage to the other.

d) Functional syllabus

Developed at the same time as the notional syllabus, the functional syllabus concentrates on social functions of language, i.e., what one can do with the language, things such as greeting people, inviting, refusing, which are viewed as the central element of organization.

Many attempts were and are still done to integrate the notional and functional syllabuses since both of them attempt to shift the stress from form into content.

The main criticism related to a functional syllabus is

that it requires a metalanguage (called rethorical skill by Yalden, 1987) which is usually too sophisticated for the learner . In order to say things like "Hello", the learner has to understand a sentence like "greet your friend informally".

Richards and Rodgers (1986) state that the terms notional approach, notional-functional approach and functional approach can all be substituted by communicative approach or communicative language teaching. They say that "it is an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication".[5] Therefore notional and functional syllabuses have to take these facts into account.

Littlewood (1981) views communicative language teaching as little more than an integration of grammatical and functional teaching.

Howatt makes a distinction between a "strong" and a "weak" version of communicative language teaching quoted in Richards and Rodgers :[6]

"There is, in a sense, a "strong" version of the communicative approach and a "weak" version. The weak version which has become more or less standard practice in the last ten

[5]RICHARDS & RODGERS, p.66

[6]RICHARDS. & RODGERS, p.66

years, stresses the importance of providing learners with
opportunities to use their English for communicative purposes
and, characteristically, attempts to integrate such activities
into a wider program of language teaching ... The "strong"
version of communicative teaching, on the other hand, advances
the claim that language is acquired through communitation, so
that it is not merely a question of activating an existing but
inert knowledge of the language, but of stimulating the
development of the language system itself. If the former could
be described as "learning to use" English, the latter entails
"using English to learn it". (1984 : 279).

e) The negotiated syllabus

A variant of the functional syllabus, in the negotiated
syllabus the content of the language to be used in learning
sessions is negociated between the syllabus designer (who may
be the teacher) and the learner. The teacher is viewed as being
part of the instructional resources available.

f) Procedural (or task or activity based) syllabus

The procedural syllabus has been tried out in Southern
India since 1979. Prabhu proposed that "structure can best be
learned when attention is focused on meaning"[7] therefore the
focus is on performance of a task requiring the use of the foreign
language rather than on the language needed to perform it. The

[7] PRABHU,N.S. quoted in JOHNSON, K. Communicative syllabus design and methodology.
Oxford, Pergamon, 1983. p.135.

tasks are preceded by pre-tasks when the teacher performs a task which is similar to the one the learners will perform. The language used is determined by the demands of the problem to solve as Christopher Brumfit (1984 a) points out. Linguistic syllabuses are not adopted,being substituted by what Prabhu calls a "procedural syllabus", i.e., as Keith Johnson (1982) points out, a syllabus of tasks graded conceptually and grouped by similarity. The content of a lesson and the activities involved are planned in advance, but not the linguistic content. Prabhu argues that students can not only activate structures, but also acquire language not known before.

g) Lexical syllabus

Very little published material and systematic work has been done in relation to this kind of syllabus. The rationale behind it is that words generate the structures and grammar is taught through these structures . Michael Hoey,, from the University of Birmingham, gave us the following explanation for a lexical syllabus: having a word in mind ("X") one starts by asking questions like "what kind of grammar does a "X" need?" and the word creates structures related to it until a new word appears in one of the structures formed, and the whole process starts again (for an example refer to chapter 6).

The Cobuild English Language Dictionary (Collins, 1987) prepared by John Sinclair and a research team from the

University of Birmingham, is an attempt to look at the lexis

in a different way. Words are always explained in contexts

where they would be used.

Gairns and **Redman** (1986) in their book <u>Working with Words</u>

present new trends in relation to vocabulary teaching and

learning.

Jack Richards (1985) points to the importance of lexical

knowledge and the teaching of vocabulary. He bases his ideas

on the following assumptions:

1. Native speakers of a language continue to expand

    their vocabulary in adulthood, whereas there is

    comparatively little development of syntax in adult

    life.

2. Knowing a word means knowing the degree of probability

    of encountering that word in speech or print. For

    many words we also "know" the sort of words most

    likely to be found associated with the words.

3. Knowing a word implies knowing the limitations imposed

    on the use of the word according to variations of

    function and situation.

4. Knowing a word means knowing the syntactic behaviour

    associated with that word.

5. Knowing a word entails knowledge of the underlying

    form of that word and the derivations that can be

    made from it.

6. Knowing a word entails knowledge of the network of associations between that word and other words in the language.

7. Knowing a word means knowing the semantic value of a word.

8. Knowing a word means knowing many of the different meanings associated with the word.

Richards claims for a rich concept of vocabulary although he does not present the idea of a lexical syllabus.

h) The natural syllabus

Related to the natural approach of **Krashen** and **Terrell** (1983), based on second language acquisition theory, this type of syllabus has been coined "natural" as it is claimed to be centred on the learner. Acquisition activities as well as experiences have to be provided in class since what is learned is not available for initiating utterances and only what is acquired can be used for this purpose. Language is a vehicle for communicating meanings and messages. **Krashen** and **Terrell** state that "acquisition can take place only when people understand messages in the target language"[8] and therefore the linguistic environment is very important. They establish that the primary aim of the natural approach is the development of basic communication skills - both oral and written. These

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[8] KRASHEN, S.D. & TERRELL, T. The natural approach: language acquisition in the classroom. Hayward, Alemany, 1983. p.19.

skills are expressed through topics, situations and functions.

They also claim that "the purpose of a language course will

vary according to the needs of the students and their particular

interests".[9]

i) The subject-matter syllabus

Also known as **immersion teaching** (Swain, 1978), the

subject-matter syllabus is part of a general education experience.

Other subjects are taught through the foreign language with

the help of gestures, simplification of language and slowing

of pace. The subject matter specialist interacts with the foreign

language teacher in order to provide motivating activities.

3.2.3 General concluding comments

Having described some possible syllabus designs, it is

important to mention here that although some syllabus are

closely linked to certain methods, different methods can be

associated to different syllabuses. Richards (1985) establishes

a very clear distinction between one and the other: "whereas

the syllabus describes the content of a course of instruction

(in terms of language items such as vocabulary, functions,

notions, and grammar, or specific listening, speaking, reading,

or composing skills), methodology in language teaching refers

to the procedures and activities that will be used to teach the

[9] KRASHEN & TERRELL, p.65.

content of the syllabus".[10] It is important to keep this distinction in mind as will be evident in the development of our dissertation.

3.3 REVIEW OF THE LITERATURE RELATED TO ASSUMPTION 2

3.3.1 Introduction

It was claimed that the options taken by the teachers in relation to the choice of syllabus to be used for English as a foreign language would be very closely related to the analysis of socio-cultural factors which are part of the life of our students.

3.3.2 Review

Language teaching is more of a practical than a theoretical activity and therefore it is necessary to study the teaching of a foreign or second language not only in linguistic, but also in sociolinguistic terms. The construction of hypotheses concerning the connection between language, society and culture has to be developed. The learning of a foreign or second language

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[10] RICHARDS, J. The context of language teaching. Cambridge, Cambridge University Press, 1986. p.70.

will then be viewed as not only the ability to manipulate the structures of the language, but mainly as the mastery of language use since language does not exist in a vacuum (**Brumfit** and **Johnson**, 1979).

Dubin and **Olshtain** (1986) mention that sociolinguists work with speaker, hearer, setting, topic and channel, amongst other matters and as **Labov** (1970) stated "there are no single style speakers". **Hymes** (1971) confirms this claim.

In his article "On Communicative Competence" he mentions that sociocultural factors have to be taken into account whenever we deal with the language development of children, since children are communicating beings and they interact in a social environment as all human beings do. Thus if language is analysed exclusively from a grammatical viewpoint, we may come to conclusions which certainly differ from the conclusions which have taken socio-cultural factors into account. As **Garfinkel** says "what to grammar is imperfect, or unaccounted for, may be the artful accomplishment of a social act".[11]

Hymes uses the expression communicative competence to contrast a communicative view of language and **Chomsky's**

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[11] GARFINKEL, H. quoted by HYMES, D.H. in: On communicative competence In: BRUMFIT & JOHNSON, ed. The communicative approach to language teaching. Oxford, Oxford University Press, 1983. p.8.

theory of competence. As **Richards** and **Rodgers** (1986)
state "for Chomsky the focus of linguistic theory was
to characterize the abstract abilities speakers possess
that enable them to produce grammatically correct
sentences in a language. **Hymes** held that such a view of
linguistic theory was sterile, that linguistic theory
needed to be seen as part of a more general theory
incorporating communication and culture".[12]

Hymes defines what a speaker needs to know to be
communicatively competent in a speech community,
acquiring knowledge and ability for language use in
relation to the following items:

1. whether or not something is formally possible,
   i.e., if a language permits a structure as
   grammatical (possible) or ungrammatical
   (impossible).

2. whether or not something is feasible or not,
   i.e. if an utterance, grammatically correct,
   makes sense or not.

   e.g., "The mouse the cat the dog the man the woman
   married beat chased ate had a white tail".
   (grammatically correct, hardly feasible).

3. whether or not something is appropriate to

[12] RICHARDS & RODGERS, p.70.

context.

4. whether or not something is in fact done.

(accepted usage).

Canale and Swain (1980) as well as Savignon (1983),

distinguish four dimensions of communicative competence

presented by Richards and Rodgers (1986):

    a) grammatical competence - related to Chomsky's

       linguistic competence and what Hymes intends

       by what is formally possible;

    b) sociolinguistic competence - related to an

       understanding of the social context where

       communication occurs (role relationships,

       shared information, communicative purpose for

       interaction);

    c) discourse competence - related to the

       interpretation of message elements in terms

       of interconnections and how meaning is

       represented in relation to the entire text;

    d) strategic competence - related to the strategies

       used by communicators in the course of

       communication.

The third dimension, discourse competence, has

been the concern of Widdowson. He has argued that discourse

analysis should be more valued, being the study of language in different

situations and of the relationships existing between

what happens in these situations and what is said.

Sentences should be studied in combination and not in

isolation. He also claims that not emphasizing discourse we may tend

to have a partial view thinking that "once the competence is acquired,

performance will take care of itself".[13] These approaches

are clearly relevant to the syllabus designer.

Halliday (1973) also points to the importance of

socio-cultural factors when we are dealing with language.

He says that studying the language in relation to the

contexts within which it is used leads to a better

understanding of the way language operates as a system.

He distinguishes three levels of language analysis -

each one containing a set of choices available for the

individual - and the relationship between them:

> 1. The level of behaviour, the "behaviour
>
>   potential", i.e., what the individual can do.
>
>   The "behaviour potential" can be expressed
>
>   linguistically or not. If· it is expressed
>
>   linguistically then we move on to the other
>
>   two levels.
>
> 2. The level of semantics, "the meaning potential",

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[13] WIDDOWSON, H.G. Directions in the teaching of discourse. In: BRUMFIT & JOHNSON, p.49.

i.e., what the individual can mean.

3. The grammatical level, i.e., what the individual can form.

Halliday says that in order to relate these levels of analysis we certainly need to have a semantic network. So, from his point of view, the "meaning potential" is the one which makes it possible to relate the level of behaviour and the grammatical level. (As he says: "the semantica network is an account of how social meanings are expressed in language").[14]

He makes it clear that a semantic network must be complete, accounting for all and only the "well-formed selected expressions" for a semantic area, it should state the relationship between the various options it allows, it should be related to a sociological analysis made in terms of behaviour options and it should be related to a grammatical analysis in order to be valid.

Halliday, in common with Hymes, Canale, Swain and Widdowson, emphasizes the idea of a communicative competence rather than a grammatical competence. According to him, we get to know more about the language system if we relate the options in the grammatical system to what the individual can mean in the different contexts and settings since language evolves to fit these contexts and settings.

[14]HALLIDAY, M. Towards a sociological semantics. In: BRUMFIT & JOHNSON, p.49.

3.3.3   General concluding comments

It seems clear that socio-cultural factors are determinant in the choice of a syllabus for language learners. Richards (1985) points out that determining the present level of competence of the students is extremely important as well as establishing the demands that will be made. Needs-analysis may involve interviews with the students to establish their language difficulties and their perceptions about them. Munby (1978)[15] states that the aims of a needs analysis are to determine the situations in which the learners will use the foreign language, the tasks and activities they are expected to carry out or take part in English, and their existing language skills or abilities in respect to those tasks.

3.4   REVIEW OF THE LITERATURE RELATED TO HYPOTHESIS 3

We have stated that after defining the students' needs it is necessary to match them with the objectives of the language course itself. These objectives may vary considerably, but as Richards points out "particular justifications for the teaching of English in different

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[15] MUNBY, quoted by RICHARDS, p.6 !

countries vary widely, but the factor common to all of them is that English is studied because the knowledge that it makes available is valued".[16]

The needs of the students will demand - or not - the inclusion of English in the general curriculum, but the language policy adopted and the educational system as a whole will determine its validity through the analysis of the aims and goals which justify the teaching of English and the circunstances under which this occurs.

The following points have to be carefully studied:

a) **When and where the language is going to be taught**

It is important to define exactly the level in which the students will be exposed to the foreign language. Primary school level, secondary school level, university level have to be considered as possible options. Is is also relevant to consider whether the foreign language will be part of the school system or if it will be left for private language institutes. In any case, one option does not exclude the other, however it is desirable to define the area to be covered.

[16] RICHARDS, p.4.

b) **The time available to teach the language**

The number of hours to be devoted to language

teaching and learning affect the choice of

objectives of the language course as well as

the choice of syllabus.

c) **How and what for the language is going to be taught**

Language teaching can be viewed by the

language policy makers as an optional subject

or a compulsory subject within the general

curriculum. Once this is established the "what

for?" can be defined. The possible reasons

for teaching the foreign language certainly

include some of the following proposals,

amongst others:

- language as an instrument of general

  development of the learner rather than as

  instrument of information;

- language as a means to teach other subjects;

- language as a means to work with concepts

  acquired in the native language and which

  need to be reinforced;

- language as a means of appreciation of foreign

  cultures;

- language as a means to achieve scientific

  and technological advancement;

- language as a facilitator of international

  commerce, trade and communication;

- language as a means to establish the

  relationship between the four different skills

  (listening, speaking, reading and writing);

- language as a means to emphasize different

  skills. (It may be possible to have an emphasis

  on only one skill).

Whatever the case, the most important fact is

that the objectives of the course have to be realistic.

Richards states that "objectives specify precisely what

the learner should be able to do after a unit or period

of instruction". [17] One has to keep in mind that the

parameters within which the language course will operate,

and therefore the objectives will be achieved, will

depend very much on the facilities available, and the

degree of training and competence of the teachers.

Finally, Wilkins (1976) presents four alternatives

concerning courses and consequently their objectives:

1. The **high surrender value courses**, which are

   regarded as an investment for the future, i.e.,

   results are usually long term results and the

   objectives are established considering a long

   term period.

[17] RICHARDS, p.7.

2. The **limited duration courses** which are similar to the high surrender value courses, but present as the main difference the establishment of ultimate objectives within a certain period of time. Since the amount of time may vary considerably in limited duration courses, the stress on the different skills can vary.

3. The **special purposes courses** which are usually professional language courses, i.e., the learners need the language in their occupation. In this situation usually the kind of language needed is restricted and the vocabulary has a specialized character.

4. The **remedial courses** where the competence of the learner is not adequate and his/her knowledge of the language is somehow umpredictable and different fields of the language have to be covered again.

Other courses and reasons for them can be established. We claim that as long as the facts presented are analysed, the chance of having a syllabus which will be effective and will meet the students' needs and interests will be increased.

4. PRACTICAL UNDERPINNING

4.1   SYLLABUS ORGANIZATION

The teaching of English as a foreign language can not be isolated from the general syllabus of a school. As was mentioned before, through an integration of English with the other subjects, the students have a second means to communicate and reinforce the concepts already acquired in the native language.

Our first concern when organizing the proposed syllabus was of course the student. Having the specific situation of our school in mind, we decided to build up a syllabus suitable for students of elementary schools, i.e., from the first up to the eighth grade.

Referring back to the question asked by Wilkins (1972) in his definition of a notional syllabus - "what are the notions that the learner will be able to express through the target language ?".[1] - different characteristics of the students such as age level, interests, cultural background and knowledge of the world were analysed, and a compromise in relation to them was established. In order not to go beyond the scope of this dissertation, the characteristics of the students are not here

[1] WILKINS, D.A. Grammatical, situational and notional syllabuses. In: BRUMFIT, C.J. & JOHNSON, K., ed. The communicative approach to language teaching. 4.ed. Oxford, Oxford University Press, 1983. p.84.

analysed in detail.

It was clear that answering **Wilkins'** question, items from inventories of language uses could be selected. Notions or conceptual areas could also be defined as well as functions to concentrate on. Again according to **Wilkins** (1972) we were in fact deciding about "the semantic demands of the learners".[2]

After deciding so, the linguistic forms were listed, since each semantic demand is realized through a set of structures and lexical items which are part of the grammatical system of the language in focus. It is important to mention here that not all the words and structures which we decided to present to the students would be part of their productive knowledge of the language. In other words they would be expected to recognize and understand, but not necessarily to use some of the words they were taught; they would have a receptive knowledge which could be transformed into productive knowledge in later stages (refer to the diagram on page 11).

In relation to the lexical items, it was decided that for communicative purposes, we would start with generic terms and then move to more specific ones, bearing in mind that most of these generic terms have a high-frequency value. An example of this would be the use of the word **meat** before the productive use

[2] WILKINS, p.84.

of words like **steak** or **lamb**.

The communicative value of everything taught within the four skills - listening, speaking, reading and writing - was analysed, but considering the amount of time available for the exposure to the language, certain limitations were imposed on the work, i.e., the emphasis on the skills did not always occur simultaneously. Moreover, one knows that things are only totally communicative in an ideal world which does not resemble the classroom situation.

4.2 PROGRESSION THROUGH THE GRADES

In the first and second grades the students are still consolidating the acquisition of reading and writing in their native language and they are exposed to the foreign language only for one hour a week (two thirty-minute classes). Therefore I decided to work with the language just orally and the lexical items selected are very closely related to the students' reality to make the language meaningful for them. All the lexical items are presented within structures, since very few lexical items are used by themselves in real communication.

At the end of the second grade the process of revising and expanding the structures and the lexis begins and the students start to work with them in written form even though the stress

is on reading rather than on writing. Each time the students have

to write, they will be just selecting their sentences from a list

of sentences provided as a model which appears in the beginning

of each exercise under the title "remember!". They also get

familiarized with letters not used in their own language (k,y,w).

This process goes on through the third grade when the amount of

exposure to the language is still the same.

In the fourth grade students have longer classes (fifty

minutes each) and it was therefore decided that they should expand

the productive knowledge of structures and lexical items presented

in contexts which were relevant for them. At this stage they would

also start writing without the "remember!".

In the fifth grade the grammar starts to be formalized in

the sense that the students get to know that each word used is

part of a grammatical category and each category will be explained.

This work goes on up the eighth grade, and listening comprehension

exercises, reading comprehension exercises and writing exercises

are constantly dealt with.

In the seventh and eighth grades students have three

fifty-minute classes. The increase in the number of classes towards

the end of the course offers an opportunity for more exposure to

the language which is very important for the consolidation of a

solid basic knowledge of the foreign language.

In order to visualize what would happen from the first up

to the eighth grade, the following diagram was developed:

level	exposure to the language[1]	procedure followed
1st grade	two 30' classes	language just presented orally.
2nd grade	two 30' classes	
3rd grade	two 30' classes	sts start reading in the foreign language. writing = selecting and copying from provided models.[2]
4th grade	two 50' classes	
5th grade	two 50' classes	models omitted, systematization of grammar.
6th grade	two 50' classes	
7th grade	three 50' classes	
8th grade	three 50' classes	

1. The amount of time for exposure to the language is not

   ideal, but it is limited by the general syllabus of the

   school given that there are other nine subjects to be

   taught.

2. The models presented are models for spelling and not for written production. Whenever producing something written, students are offered a model which serves as the basis for their work, so as to prevent the feeling of failure or non-ability in the foreign language.

4.3 SOME PROCEDURES FOR MOTIVATING THE STUDENTS

The teaching materials are developed to motivate as much as to teach. To make the whole process enjoyable, certain procedures are expected to take place:

4.3.1 Stories

Stories may be a great help when teaching a foreign language. Teachers may have to use the native language in order to convey the meaning sometimes, but gestures, facial expression, mime, visual aids, puppets and other sources that teachers can think of, can facilitate the use of the foreign language.

4.3.2 Dramatization

Dramatization is certainly a way to guarantee individual participation in class. A lot of shy students tend to feel much more confident and relaxed when they

assume a new personality in dramatization. The use of masks, puppets and costumes can always help in role-play activities.

4.3.3 Songs

Songs are fun in themselves and provide good models of stress, rhythm and intonation in the foreign language. The structures are reproduced in parrot fashion given that the general meaning is the important point. No word for word translation or formal explanations of structures are expected.

4.3.4 Games

Different games always provide room for a disguised language teaching or language consolidation activity and are tremendously well accepted by students.

4.3.5 Picture library

Picture libraries can be developed throughout the course and they serve as a resources centre for both students and teachers. Having the notions, the topics and functions established, teachers can have different boxes for each topic where pictures associated to them are kept. Anyone can add new pictures at any time.

4.3.6   Book club

Book clubs can be developed at any stage. Different titles are selected by the teachers according to the students' interests and needs. They are distributed to the class and the students who take them are supposed to read them for the pleasure of reading. No tasks concerning the language are given to the students. In the first grades, books with pictures associated to the teaching points and with nothing written on them can be used.

One knows that the procedures presented are just samples of a wide range of motivating activities. In chapter 5, relevant indications are given as to possible uses of the suggested procedures.

4.4   DEVELOPMENT OF A FORM FOR THE SYLLABUS

The scale of the syllabus proposed meant that is was important to keep precise track of what was being done and when. In order to do this a form was developed. This form had to be built in such a way that one could look at it from two different points of view: the **semantic demand view point** or the **linguistic form viewpoint.** i.e., the learner would know the grammatical forms being taught and to what uses they could be put

without any stronger emphasis on one or the other.

The form is to be filled in for each topic of the syllabus. In terms of the structures and parts of the grammatical system in focus, Quirk and Greenbaum's grammar (1978) is used as the main reference source considering the fact that it is a well-known basic grammar of the English language which presents the facts about the language clearly.

The final version of the form is the following:

SEMANTIC DEMANDS ON THE LEARNERS		LINGUISTIC FORMS (REALIZATIONS)		
CEPTS OR NOTIONS AND TOPICS	FUNCTIONS (language use)	STRUCTURES	PARTS OF THE GRAMMATICAL SYSTEM IN FOCUS	LEXICAL ITEMS AND EXPRESSIONS
name.	- asking for and giving names. - identifying themselves.	1. - What's your name? / his first name? / her surname? - My / His / Her name / first name / surname is Mr / Mrs / Miss / Ms ... 2. - My / His / Her name / first name / surname isn't... My / His / Her name / first name / surname 's ...	1. present simple tense: verb be - (3rd person singular) - positive negative and interrogative. 2. question word: What? 3. possessive adjectives: all persons singular.	- name, first name, surname. - Mr, Mrs, Miss, Ms. - different names in English and Portuguese.

The table is filled in with a possible unit to give an idea to the reader of how it works in practice.

5 THE FIRST TWO GRADES OF THE SYLLABUS

5.1 INTRODUCTION

In this chapter the first two grades of the syllabus are presented. The first grade is presented in detail, while the second grade is presented more briefly to give an indication of how the subsequent grades work.

In order to clarify the rationale behind the whole work,the syllabus is divided into units. Through the units of the first grade the reader finds two different sorts of commentary:

a) a linguistic commentary, i.e., an explanation about the choices made. This commentary is specially directed to applied linguists.

b) a teaching commentary, i.e., an indication for teachers of the procedures envisaged when using the syllabus. This commentary includes sample pieces of materials as they can be used in class. One has to keep in mind that although the sample exercises are presented, they are independent from the syllabus, i.e., one can use other exercises following the same syllabus.

5.2 UNITS PROPOSED FOR THE FIRST GRADE

These are the units proposed for the first grade:

- Unit 1 - Greetings, departures and names.

- Unit 2 - Numbers (1 to 12).

- Unit 3 - Colours.

- Unit 4 - Shapes.

- Unit 5 - At home.

- Unit 6 - At meal times.

- Unit 7 - Food.

- Unit 8 - The head and the neck.

- Unit 9 - The family.

- Unit 10 - Pets.

- Unit 11 - Occupations.

- Unit 12 - At school.

5.2.1. UNIT 1 - Greetings, departures and names.

1.1 Semantic demands on the learners

1.1.1 Topic:

- greetings and departures.

1.1.2 Concepts:

- greetings.

- departures.

1.1.3 Functions:

- greeting informally.

- greeting people at different times of the day.

- saying goodbye.

1.1.4 Linguistic commentary

Greeting and saying goodbye to people is certainly the opening channel of communication between people who speak different languages. One will certainly notice that when living in a foreign country people tend to use greetings as a way to say "I do not know your language, but I am trying to do my best".

The degrees of formality have to be presented to the students to make sure that one does not use the wrong register when exposed to different situations.

1.2 Linguistic forms

1.2.1 Structures:
Nome. Refer to 1.2.4.

1.2.2 Parts of the grammatical system in focus:
Nome. Refer to 1.2.4.

1.2.3 Lexical items and expressions:

1.	- Hello!/Hallo!
2.	- Hi!
3.	- How are you?/How are you doing?
4.	- I'm fine, thanks. /Fine, thanks.
5.	- Good morning!
6.	- Good afternoon!
7.	- Good evening!

8.	- Good night!
9.	- How do you do.
10.	- Goodbye.
11.	- Bye, bye.

1.2.4 Linguistic commentary

The expressions presented in this unit help to confirm that there is not a one to one equivalence between lexical items of different languages. Brazilian students have to acquire the concept of evening and modify their concept of night when dealing with English.

All the expressions are taken holistically and not as structures formed of different components.

1.3 Teaching commentary

1.3.1 The use of songs to present greetings and departures help to motivate the students. Since a good model is always important, recorded material can be very useful (refer to appendix 2).[1] When dealing with songs teachers should not forget to split the words into meaningful groups. Chorus repetition should precede individual repetition.

The song which is introduced at this stage can

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[1] The numbers used in appendix 2 coincide with the number of the section to which they are related in this chapter.

be used in all the English classes throughout the year.

1.3.2 It is important to compare the expressions used in Portuguese and English for greetings and departures. The different degrees of formality have to be stressed. One knows that **Hi!, Hello!, How are you doing?** are very informal expressions, while **How are you?** is fairly informal and **How do you do** is very formal and only used the first time one meets a person.

1.3.3 As it was mentioned in the practical underpinning, stories may be very useful when teaching a foreign language. Teachers may need the help of the native language sometimes, but gestures, mime, visual aids, puppets and facial expression, among other sources, can facilitate the use of the foreign language most of the time.

The following story can be used: Humphrey MacHalley is going to be with us during all the English classes. He is not from Earth, but he does not want to tell us about his planet. He loves singing and dancing. He is very careful and he never forgets his folders and books at home. He is a very good student and he does his homework in a very nice way. He is purple during the day and white during the night.

Teachers can have two different cards - one reproducing Humphrey in purple and the other one reproducing him in white. Teachers can then show them to the students who will great Humphrey appropriately - good morning and good afternoon when he is purple, good evening and good night when he becomes white. At this point exercise 1.1, page 57, can be used. Students look at Humphrey and the teacher tells them what Humphrey is saying. Then the students colour him in purple.

Sample exercise

All the exercises reproduced here are reduced to a quarter of their actual size. Since our art work is not particularly good, illustration from different sources was used, but no material was copied. Therefore we would like to thank the illustrators and to apologize for not being able to list all of them.

Exercise 1.1
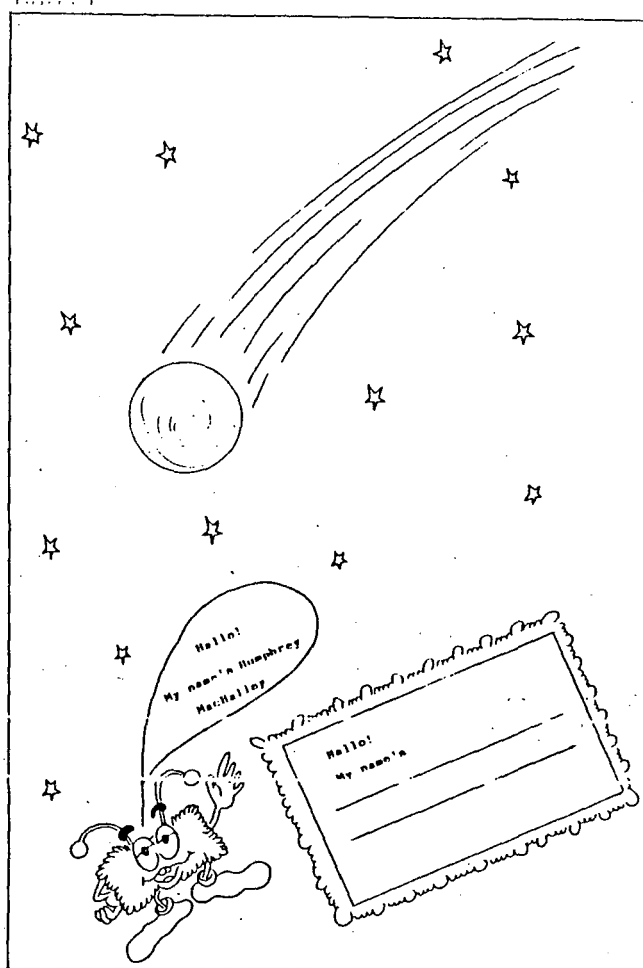
1.3.4 If teachers decide to have a character who is constantly going to be the focus of the stories invented, then it is useful to have a rubber stamp reproducing the character's face. Children would certainly appreciate having stamps in their folders. One can associate the possibility of having stamps with neatly presented exercises.

1.4 Semantic demands on the learners

1.4.1 Topic:

- names.

1.4.2 Concepts:

- name..

- title.

1.4.3 Functions:

- asking for and giving names and titles.

- identifying themselves.

1.4.4 Linguistic commentary

It is widely accepted that one can not survive in any culture without knowing how to ask for and give names. Therefore it is important to stress that different languages have different ways of addressing people.

1.5 Linguistic forms

1.5.1 Structures:

- presented for the first time:

1.	- What's	your	name?			
		his	first name?			
		her	surname?			
	- My	name	is	Mr.	....	
	His	first name		Mrs		
				Miss		
	Her	surname		Ms		
	- My	name	isn't ...	My	name	's ...
	His	first name		His	first name	
	Her	surname		Her	surname	

1.5.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive, negative and interrogative.

2. question word: what?

3. possessive adjectives: all persons singular.

1.5.3 Linguistic commentary

The structures used for the presentation of this topic are very simple, but extremely productive. The three different expressions **name, first name, surname**

and the titles **Mr, Mrs, Miss** and **Ms** are included to demonstrate to the students that in Brazil people are frequently addressed by their first (Christian) names while in countries where English is spoken people are frequently addressed by their surnames (family names) preceded by a title (**Mr, Mrs, Miss** or **Ms**) or by their first (Christian) names and surnames put together.

An important element to be analysed when dealing with names and titles is the context of the situation. Since first names show familiarity and proximity in social terms, the speaker has to make a decision whether to use them or not in different contexts.

In their first contact with the language the students deal with the present simple tense of **verb be** (3rd person singular) in the positive, negative and interrogative forms. Apart from that, the possessive adjectives appear naturally in all persons singular as well as the question word **what**. So from the very beginning students are able to contrast their native language, i.e., Portuguese, with the new language, i.e., English. The use of contractions (What's, isn't, name's) is certainly a major difference between the two languages in the structures presented at this stage.

1.5.4 Lexical items and expressions:

  - name, first name, surname .

  - Mr, Mrs, Miss, Ms .

  - different names in English and Portuguese.

1.5.5 Linguistic commentary

The contrast between English names and names in Portuguese can help the students to begin to recognize characteristic sounds of each language.

1.6 <u>Teaching commentary</u>

1.6.1 A detailed list of English names is available in most English dictionaries (Oxford Advanced Learner's Dictionary of Current English, appendix 7, p.1049 to 1051; The Randon House College Dictionary, English Given Names, p.1552 to 1558).

1.6.2 If teachers decide to use Humphrey's story they can ask students to refer to the page where Humphrey appears for the first time (exercise 1.1, page 57) and complete the label writing their first names (if they already know how to write their surnames, they can write them).

1.6.3 The activities suggested can be covered in approximately two classes of thirty minutes each, but as it was mentioned, they will reoccur in almost all the English classes.

5.2.2. UNIT 2 – Numbers (1 to 12)·

2.1 Semantic demands on the learners

2.1.1 Topic:

  - numbers.

2.2.2 Concepts:

  - number...

  - quantity.

  - plurality.

  - after, before.

  - possession.

2.1.3 Functions:

  - asking for and saying numbers.

2.1.4 Linguistic commentary

This unit is directly related to mathematics teaching. The order of the numbers and the grouping of sets of creatures and objects are stressed.

2.2 Linguistic forms

2.2.1 Structures:

- presented for the first time:

1.	- What number is	this that	?
	- It's number		
2.	- What number comes	before after	.....?
	- Number		
3.	- How many .... can you see here?		
	- I can see		
4.	- How many .... have you got?		
	- I've got		
	- I haven't got ...		

2.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. present simple tense: verb **come** (3rd person singular) - positive and interrogative.

3. have got - positive, negative, interrogative.

4. modal verb **can** used with verb of perception **see**.

5. question words: what ? / how many ?

6. personal pronouns: I, you, it.

7. demonstrative pronouns: this, that.

8. prepositions: after, before.

9. cardinal numbers: 1 to 12.

10. place adverb: here.

2.2.3 Linguistic commentary

In order to present the numbers one can just have a simple equivalence of nouns used in English and Portuguese. For this purpose, structure number 1 is the only one required. Our purpose here goes beyond this. The concepts of quantity and plurality, after and before, already presented in Portuguese in other subjects, are to be reinforced and therefore the other structures are necessary.

The verb **be** is worked with in a different way. It is used with the demonstrative pronouns in exactly the same way it is used in Portuguese. In later stages it will however be important to show to the students that the range of the meaning of the demonstrative pronouns in English and Portuguese is not the same (refer to appendix 2).

In order to have short answers - which are naturally used in the language - and specially to focus attention on new information, the personal pronoun **it** is introduced.

The question word **what** is used in a different grammatical structure. In **What's your name?** (1.5.1.1) **what** is the head and the only component of the question-element while in **What number is this?** (2.2.1.1) the word **number** assumes the position of the head of the nominal group containing the question element. It is interesting to notice that students may perceive that **what** in **What's your name?** is translated as **qual** while in **What number is this?** it is translated as **que**. The pattern of equivalence between the two languages in this case is one to two words.

It is expected that students notice these differences when using the language, i.e., when speaking English. Formal explanations should be avoided at this stage.

The verb **come**, used in the third person singular, should be noticed just as a simple expression.

The modal verb **can** is used with verb of perception **see** or with the expression **have got** in the positive, negative and interrogative forms. The expression **have got** can be substituted for the verb **have** if there is a preference for American English. The question phrase **how many** is in any case associated with them, and is very common in future units. The reason for this is that what a child has got or can see is very concrete to him or her and concrete things are easy to manipulate and

understand.

The place adverb **here** works as a place adverbial used as a deictic sign, i.e., it is used to define the spatial element whic is the focus of attention in the question.

The personal pronouns **I/you** are new items in common structures of the language, but students have already dealt with them in the holistic expressions used for greetings (refer to 1.2.3).

2.2.4 Lexical items and expressions:

   - number.

   - numbers 1 to 12.

   - after, before.

   - here.

   - can, come, have got, see.

2.2.5 Linguistic commentary

The decision to go up to number twelve instead of dealing just with numbers **one** to **ten** was due to the fact that numbers thirteen to nineteen have all got the same ending (teen) and should be taught in a block where no numbers with different endings appear.

2.3 Teaching commentary

2.3.1 Following the idea of having a story line to introduce new topics, the story of Humphrey can go on when teaching the numbers.

"When Humphrey arrived on Earth he did not know anyone. He was completely alone in a desert island. In fact, he thought he was alone - but he wasn't. One day he heard a scream. He was afraid. When he was going to run away, he saw a little Indian. He shouted: an Indian! But the Indian was not alone. Humphrey could see more Indians now. He started counting them: one, two, three, four, five, six, seven, eight, nine, ten little Indians! He was trembling with fear. Then, all the Indians, noticing that he was afraid, started singing, dancing and screaming as Indians do in their festivals. They all kissed Humphrey and he realized that they were very good friends".

2.3.2 As a follow up for the story students can retell it using Portuguese when necessary. Visual aids are certainly a great help.

2.3.3 Teachers can present different sets of creatures and objects and ask questions about them. The creatures and objects used must be the same ones which appear in

the exercises students complete at home. The exercise

proposed in this case (exercise 2.1, page 70) is in fact

a mathematical exercise done with the students from an

English language teaching perspective.

2.3.4 Humphrey's story may go on: as Humphrey loves

singing he invented a song to count the Indians ("One

Little Indian". - refer to appendix 2). While singing

the song students can be asked to scream as Indians do

in their festivals whenever they listen to the word

Indian.

Since the teaching material is developed to

motivate as much as to teach, students can do an exercise

like exercise 2.2, page 71. Students help the Indian to

shoot at the target using the arrow and the bow while

singing "One Little Indian".

One may question how students can cope with the

structures of the songs since they are more complex than

the structures they have seen at this stage. The option

for songs, as it was explained before, is based on the

fact that they provide good models of stress, intonation

and rhythm in the foreign language. The structures are

reproduced in parrot fashion, but since songs are fun

in themselves they serve the purpose of motivation. The

general meaning is the important point. Word for word

translation and formal explanations of structures are to be avoided.

2.3.5 Teachers can introduce games such as saying a number and asking students to show the correspondent number of fingers. The follow up for this exercise is exercise 2.3, page 71, in which students draw their hands and number their fingers while saying the numbers aloud. As an option, exercise 2.4, page 72, can be used. While completing the exercise students say the numbers aloud.

2.3.6 To have a follow up of the activities at home, teachers can ask the students to dress the Indian which appears in exercise 2.5, page 72, using paper, feather or any other material apart from food. While dressing the Indian, students are supposed to sing "One Little Indian".

2.3.7 Rhymes can also be used. L.G.Alexander (1975), presents a suitable example as well as Diana Webster and Hiroyoshi Hatori (1973) - refer to appendix 2.

2.3.8 The activities suggested can be covered in approximately four classes of thirty minutes each. It will however be important to make use of the structures and songs presented throughout the year.

2.3.9 The exercises mentioned before are all presented here. Most of the instructions are given in Portuguese because usually the parents want to help and if they have not got a clear instruction they do not know from where to start. This is specially true of exercises which are done at home.

Exercise 2.1

- Numere de acordo com a quantidade.disendo os números em inglés.
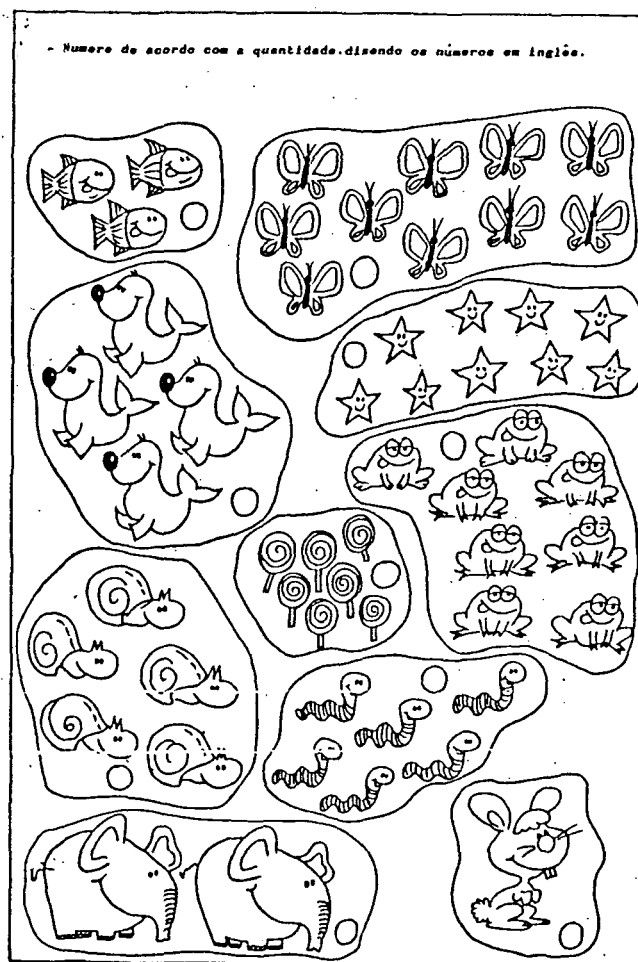
Exercise 2.2

- Ajude o indiosinho a atingir o alvo. Não esqueça de cantar a música que aprendemos.

Exercise 2.3

- Desenhe suas mãos e numere os dedinhos, dizendo os números em inglês.

Exercise 2.4

Name: _____

Help Humphrey to meet his friend saying the numbers in English.
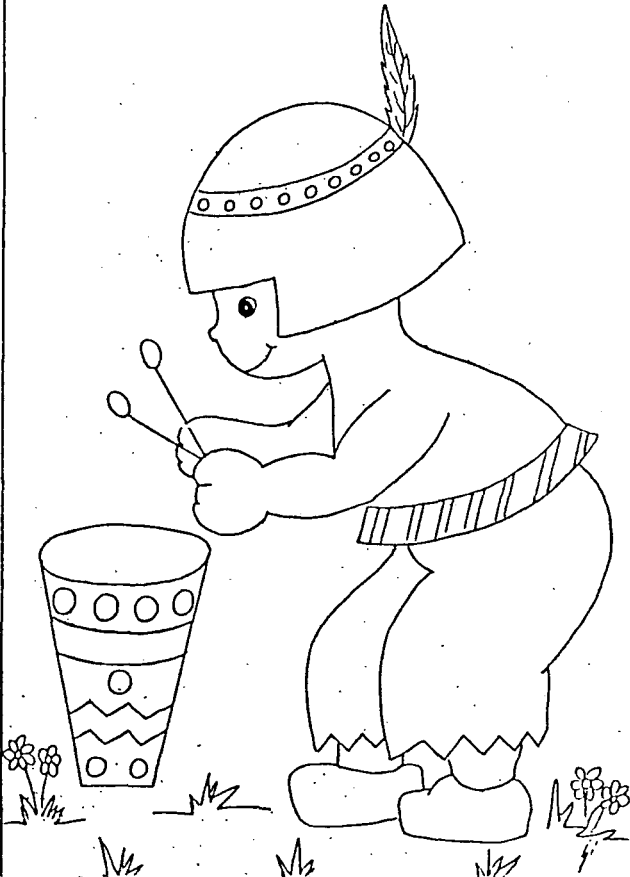
The instructions can be in English if the exercise
is done in class with the help of the teacher.

Exercise 2.5

- Enfeite o indiosinho usando materiais diversos. Depois cante para ele
  a música que aprendemos.

5.2.3   UNIT 3 - Colours.

3.1   Semantic demands on the learners

3.1.1   Topic:

- colours.

3.1.2   Concept:

- colour.

3.1.3   Functions:

- asking and talking about colours.

- asking and talking about likes and dislikes.

- expressing preferences.

3.1.4   Linguistic commentary

Six/seven-year-old children usually have the classification system of colours well developed in their minds. Therefore transference to the foreign language is a relatively easy process, but one has to be aware that the colour spectrum is covered in different ways in each language, although there is no significant difference between Portuguese and English amongst the colours presented (refer to appendix 2).

In relation to expressing likes, dislikes and preferences one knows that the ability to evaluate things comes very early in human beings. This ability is natural and spontaneous in young children.

3.2   Linguistic forms

3.2.1   Structures:

- reinforced:

1.	- What colour is	this that	?
	- It's		

- presented for the first time:

2.	- What colour is	my your his her	.........?
	- It's		
3.	- Do you like ....?		
	- Yes, I do. / No, I don't.		
4.	- Which colour do you prefer?		
	- I prefer		

3.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

   singular) - positive and interrogative.

2. present simple tense: verbs **like** and **prefer**

   (1st and 2nd persons singular) - positive,

negative and interrogative with   auxiliary

verb **do**.

3. question words: what ? / which ?

4. personal pronouns: I, you, it.

5. possessive adjectives: all persons singular.

6. demonstrative pronouns: this, that.

3.2.3 Linguistic commentary

Since the students have already dealt with the

colours in other subjects, structure number 1 is used

simply for recognition, i.e., students are just learning

how to say the same colours in English. The only change

in terms of the presentation of the structure is the use

of the noun **colour** (3.2.1.1) instead of the noun **number**

(2.2.1.1).

In structure number 1 the nominal group is formed

only by one of the demonstrative pronouns presented, while

in structure number 2 it is formed by the combination of

possessive adjective + noun.

The use of the verbs   **like** and   **prefer** with

the auxiliary verb **do** will be reinforced throughout the

course. The auxiliary is not explained formally

but one can perceive that knowing how the

auxiliary works with one verb in English, one can always

transfer the information to other verbs.

The students are already familiar with the use of **I/you** in questions and answers. Again here it may be useful to notice the non-correspondence of word for word in English and Portuguese. **You** in this case corresponds to **você** in Portuguese and a wrong translation, i.e., **you** as **tu**, may create confusion in the students' minds. This is specially true of speakers of Portuguese from Paraná.

The question word **which** is used as a synonym for the question word **what**. Both words are not interchangeable in all situations and awkward patterns such as **Which is your name?** may be created if teachers are not aware of that.

3.2.4 Lexical items and expressions:

- colour.

- red, blue, green, yellow, black, white, pink, brown, orange, grey.

- like, prefer.

3.2.5 Linguistic commentary

The primary colours (red, blue and yellow) and the most common secondary colours (green, black, white, pink, brown, orange and grey) are used because with them one can describe whatever one wants.

3.3   Teaching commentary

3.3.1   Colorful pictures may be very useful to introduce colours. A colorful clown or mini traffic-lights are very good examples of these.

3.3.2   Teachers can ask question to the students using different shapes in different colours. The teacher says "What colour is this?" and students answer "It's ...". Not more than four colours should be introduced in each class. Exercise 3.1, page 80, can be done gradually as the colours are presented to the students.

3.3.3   After presenting all the colours the teacher can have a **bingo** with the students. Each student gets a sheet of paper with nine circles. Students colour the circles at random using a different colour for each circle. The teacher then calls out the colours while sticking them on the blackboard. Each time the teacher says a colour which the student has got in one of the circles, he puts a cross on that circle. The first student to cross out all the colours in a vertical, horizontal or diagonal row calls out **Bingo!** and becomes the winner of the game (refer to exercise 3.2, page 80).

3.3.4 To deal with **likes, dislikes** and **preferences** teachers can talk about their own personal feelings first and then ask questions to the students.

3.3.5 Colour-code exercises are usually motivating materials. The teacher selects a picture and numbers each part of it. Numbers can be repeated. Then he/she distributes copies of the numbered picture to the students and establishes a code with them revising numbers and colours. For example, if number one is red, then all the parts of the picture which have got number one are to be coloured in red. The teacher then asks the students to colour the picture at home according to the code established in class (refer to exercise 3.3, page 81) saying the colours in English.

3.3.6 Since the students at this level are not expected to write anything in the foreign language, it is necessary to establish from the very beginning a common code between teacher and student so that the teacher can check that the student recognizes and understands what is being presented.

Being able to deal with numbers, colours and shapes (next unit) a student can easily do a recognition exercise of the following type:

- colour the sitting-room in green.

- put number one in the garden.

- draw a circle around the kitchen.

There is little danger of getting a student mixed up with two concepts at the same time (sitting-room and the colour green in the first sentence), since the numbers, the colours and the shapes will have been stressed beforehand.

3.3.7 Rhymes can also be introduced at this stage. (refer to appendix 2).

3.3.8 If songs are to be introduced, "My Bonnie" can be a good example (refer to appendix 2 for the words of the song). The teacher produces a poster with waves to be the ocean and the boat **Bonnie** moves from one part of the ocean to the other while the students sing the song. The following story can be told beforehand:

"One day on the desert island, the Indians wanted to know how Humphrey got there. He started crying and mentioned that he had a very beautiful boat called **Bonnie**. It was a colourful sailing boat. The sails were blue, white, red, yellow, green, pink and black. But one day, when he got up, his boat was not there anymore. He then sang "My Bonnie" and the Indians were all very sorry for him".

At this point students can be asked to colour **Bonnie** - refer to exercise 3.4, page 81 - while singing the song.

3.3.9 The activivites suggested can be covered in approximately four classes of thirty minutes each.

Exercise 3.1

Exercise 3.2

Exercise 3.3

- Vamos colorir de acordo nom as bolinhas, dizendo as cores em inglês!

Exercise 3.4

- Vamos pintar enquanto cantamos?

" My Bonnie "
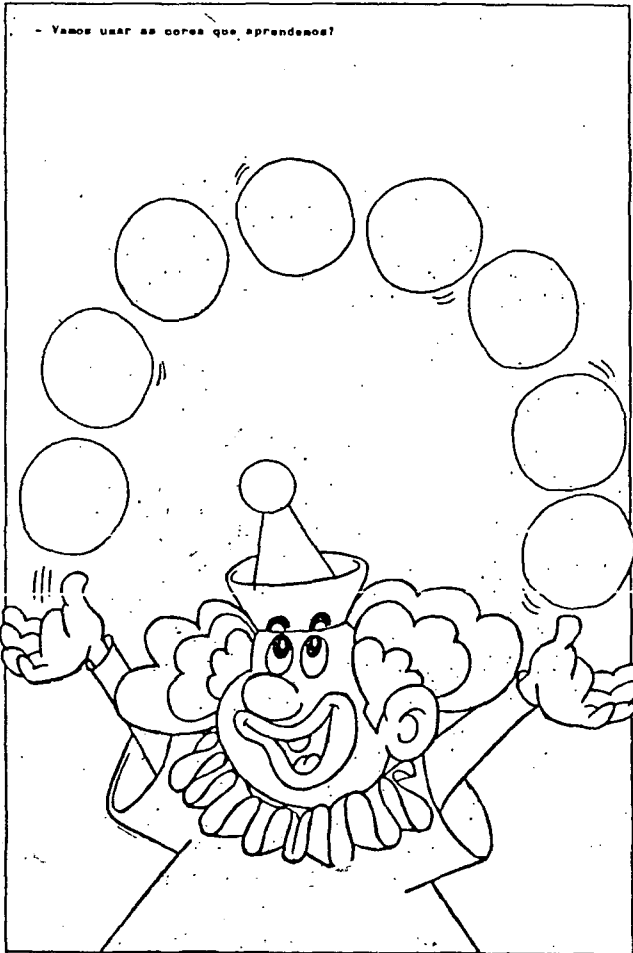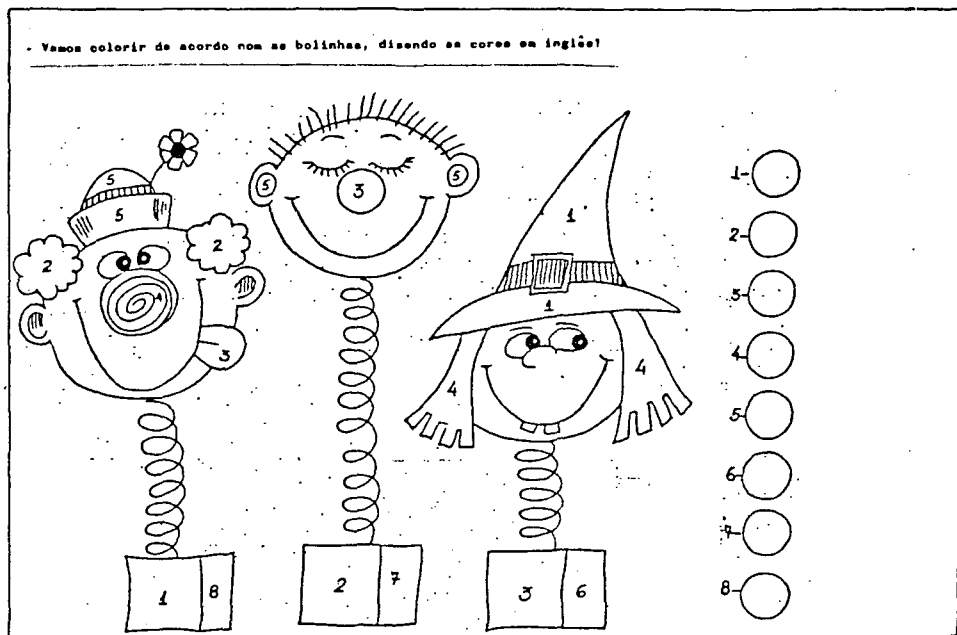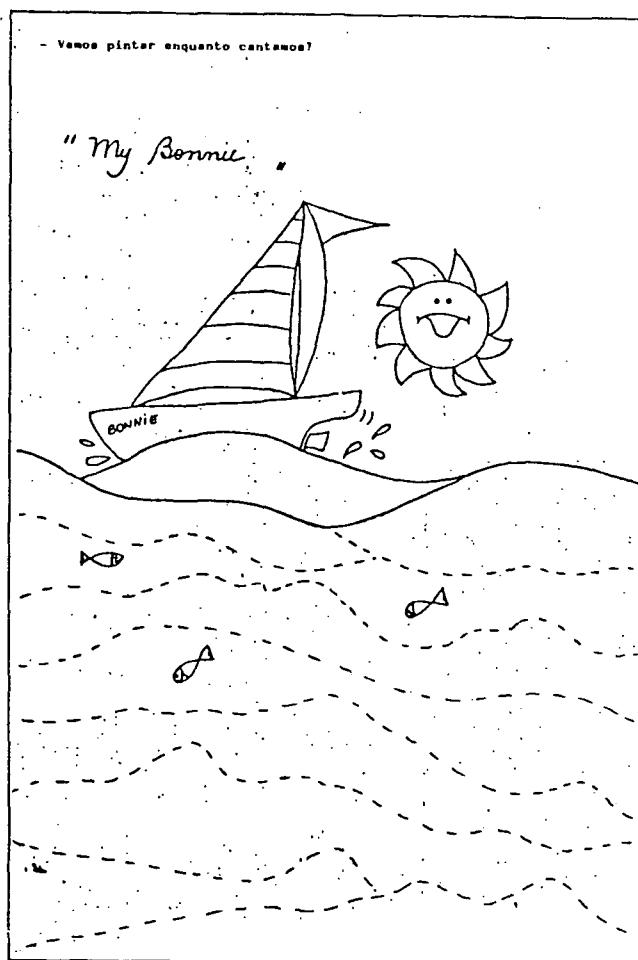
5.2.4   UNIT 4 - Shapes.

4.1   Semantic demands on the learners

4.1.1 Topic:

- shapes.

4.1.2 Concepts:

- basic geometrical shapes.

4.1.3 Functions:

- asking and talking about shapes.

4.1.4 Linguistic commentary

The basic geometrical shapes presented in this unit have already

been worked with in other subjects, particulary mathematics,

so most of the students have them classified properly in their minds.

Moreover, there is not a major semantic shift between languages in this

specific field.

4.2   Linguistic forms

4.2.1 Structures:

- presented for the first time:

1.	- What's	this	?
		that	
	- It's a	....	

2.	- Is it a ... or a ...? - It's a ....
3.	- Show me a ....
4.	- Do you know anything which is a ...? - Yes, I do. / No, I don't. - Yes, A ... It's a ... when you draw it.

4.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive, negative and interrogative.

2. present simple tense: verb **know** (1st and 2nd persons singular) - positive, negative and interrogative with auxiliary verb **do**.

3. imperative (infinitive without to): verbs **show** and **draw**.

4. question word: what?

5. personal pronouns: I, you, it.

6. demonstrative pronouns: this, that.

7. object pronouns: me, it.

8. indefinite article: a.

9. pronouns: anything, which.

10. subordinator: when.

4.2.3 Linguistic commentary

Althought the students have already dealt with

similar structures,it is the first time the combination

question word + verb be + demonstrative pronoun

appears.

Structure 2 reemphasizes the use of the personal

pronoun **it** to focus attention on new information. The

personal pronoun **it** also refers back to the **this** or **that**

in the previous structure.

A command is introduced for the first time in

structure 3. The structure is formed by a finite verb

(the base form of a verb, without endings for number and

tense) functioning as an imperative clause. The verb is

followed by **object pronoun** functioning as **indirect object**

and **indefinite article + noun** functioning as **direct**

object. Commands are reinforced in later units with

other verbs whenever one wants to give clear instructions.

As it was mentioned in 3.2.3 the auxiliary **do** is

used without any formal explanation, but one hopes

that students notice that the **do**-construction works in

the same way with different verbs as in structure

number 4. The direct object of this structure is formed

by a nominal group with the pronoun **anything** as its head

and a rank shifted clause as qualifier.

The question requires a **yes/no** answer. In the

case of a positive answer, new information can be added

through the use of subject (**it**) + verb (**be**) + subject

complement (**a** ...) followed by subordinator (**when**) + clause in this case formed of subject (**you**) + verb (**draw**) + direct object (**it**).

Structures 1, 2 and 3 are constantly used in language classes when teachers want to emphasize and make sure students recognize different lexical items. They create the basis for productive patterns in later stages, but they are not frequently used in conversation. Structures similar to number 4 are more likely to occur in conversational contexts.

4.2.4 Lexical items and expressions:

- shape, circle, triangle, rectangle, square.

- draw, show, know.

- inside.

4.2.5 Linguistic commentary

Only plane figures are chosen because they are the first figures students deal with in mathematics. The expression **when you draw it** is included to avoid the formulation of false statements in terms of the knowledge of the world, since objects are equivalent to solid figures and not to plane figures.

4.3 Teaching commentary

4.3.1 When dealing with this unit teachers can ask the students to repeat the name of the basic geometrical shapes. After that the same shapes can be drawn using dotted lines. Students can then be asked to go to the blackboard one at a time and complete one shape and say its name.

4.3.2 Teachers can give different instructions to the students revising the previous units and dealing with this unit. The following exercise is an example of this:

Draw a red triangle inside a blue circle.

Draw three yellow squares inside a pink rectangle.

One may question the use of the word **inside** since it was not introduced before. Its use offers an opportunity for introducing the beginning of the prepositional system in English. If necessary, teachers can quickly use a translation of the word in this case and then go back to English.

After some practice, different students can formulate instructions to be followed by the class.

4.3.3 A colorful picture of someone made of different shapes can be used to ask questions to the students.

For this activity a clown can be very motivating since clowns are part of the students' reality.

4.3.4 An exercise with different shapes can be produced (see exercise 4.1, page 87). Students count the shapes orally first with the help of the teacher who is going to ask questions (refer to 2.2.1.3). Then the students can colour the shapes they have learned saying the colours and the shapes in English.

4.3.5 As it was mentioned in 3.3.6 the shapes introduced here will be used in recognition exercises in later stages.

4.3.6 The activities suggested can be covered in approximately two classes of thirty minutes each.

Exercise 4.1
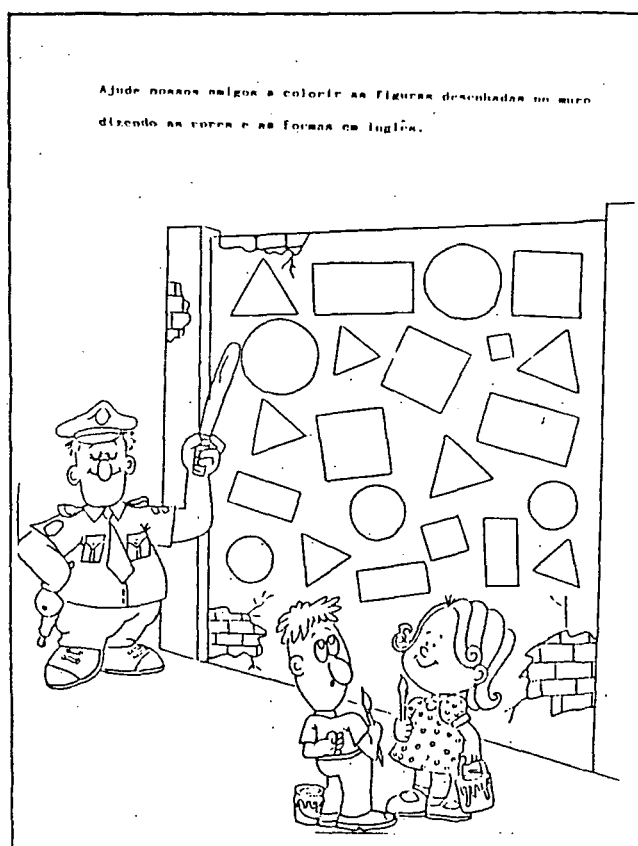
5.2.5   **UNIT 5 - At home**

5.1   <u>Semantic demands on the learners</u>

5.1.1   Topic:

- at home.

5.1.2   Concepts:

- room.

- colour.

- quantity.

- possession.

5.1.3   Functions:

- naming the rooms of a house.

- asking and talking about possessions.

- asking and talking about colours.

- asking and talking about quantity.

5.1.4   Linguistic commentary

At this stage in social sciences students will

be dealing with the relationship between themselves and

their environment. Since the house is a familiar

environment to the children, the integration between

social sciences and language teaching is realized quite

easily.

5.2.1   Structures:

- reinforced:

1.	- What's	this / that	?
	- It's a		
2.	- What colour is	my / your / his / her	.... ?
	- It's		

- presented for the first time:

3.	- Have you got a .... in your house?
	- Yes, I have. / No, I haven't.
4.	- How many ...... are there in your house?
	- There is one.
	- There are ....

5.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. have got - positive, negative, interrogative.

3. there is / there are - positive and interrogative.

4. question words: what ? / how many ?

5. personal pronouns: I, you, it.

6. possessive adjectives: all persons singular.

7. demonstrative pronouns: this, that.

8. indefinite article: a.

5.2.3 Linguistic commentary

Structure 1 which appeared for the first time in 4.2.1.1 and structure 2 which appeared for the first time in 3.2.1.2 are reinforced. It is important to emphasize that we follow in this syllabus the spiral system of learning a language, i.e., new elements are introduced while known elements are constantly reinforced. Henceforth this point will be taken for granted and we will just mention where the structures previously appeared without any further discussion.

Structure 3 deals with known elements arranged in a different way within the structure. It is the first time the expression **have got** is used without the question phrase **how many** providing room for the short answers **Yes, I have** or **No, I haven't**. As it was mentioned in 2.2.3, the expression **have got** can be substituted for the verb **to have** if there is a preference for American English. The short answers will then be **Yes, I do** or **No, I don't.**

The question phrase **how many** is now combined with a new expression, i.e., **there is/are** (refer to structure 4). This new combination may be very difficult for the students. Discriminating when to use it in the singular or plural form may be a major problem since the equivalent in Portuguese, i.e., the verb **haver** has got only one form (**há**) for sentences in the singular and plural. The aim in structures 3 and 4 is to present different ways to talk about quantity.

5.2.4   Lexical items and expressions:

- house.

- sitting-room, dining-room, kitchen, bedroom, bathroom.

5.2.5   Linguistic commentary

As this stage only the main rooms of a house are introduced. The cultural differences such as the tendency to have a toilet separated from a bathroom inside the house in England while having just one single room for both in Brazil can be mentioned to the students.

5.3   Teaching commentary

5.3.1   The introduction of this unit can be facilitated

through the use of a blank poster where one can

fix the different parts of a house using visuals.

Teachers can pretend to be the owners of the house and

describe it to the students. If there is a preference

to follow Humphrey's storyline, then teachers can pretend

that the house built up with visuals belongs to him.

Students can then be asked to put the furniture in a

blank house according to the rooms they have learned

(refer to exercise 5.1, page 93).

5.3.2   Students can try to describe their houses with

the help of the teacher who will ask them questions

using the structures suggested (refer to 5.2.1). They

can then bring pictures of different parts of a house

taken from magazines. The teacher splits them into groups

and each group builds up a house on the blackboard or

on cardboard using the visuals.

5.3.3   Using the poster mentioned in 5.3.1, students can

sing a song invented by the teacher pointing at each

room in the poster. After that they can sing the same

song with eyes closed thinking about the rooms of their

houses.

5.3.4   An exercise associating what you have with what

you do in each part of a house can help the children to expand their knowledge of their environment. Exercise 5.2, page 94 , is an exercise closely related to social sciences, but linked to language teaching.

5.3.5 To cover this unit one must think in terms of at least six teaching periods of thirty minutes each.

Exercise 5.1

- Que tal agora mobiliarmos a casa de acordo com as palavras que aprendemos?
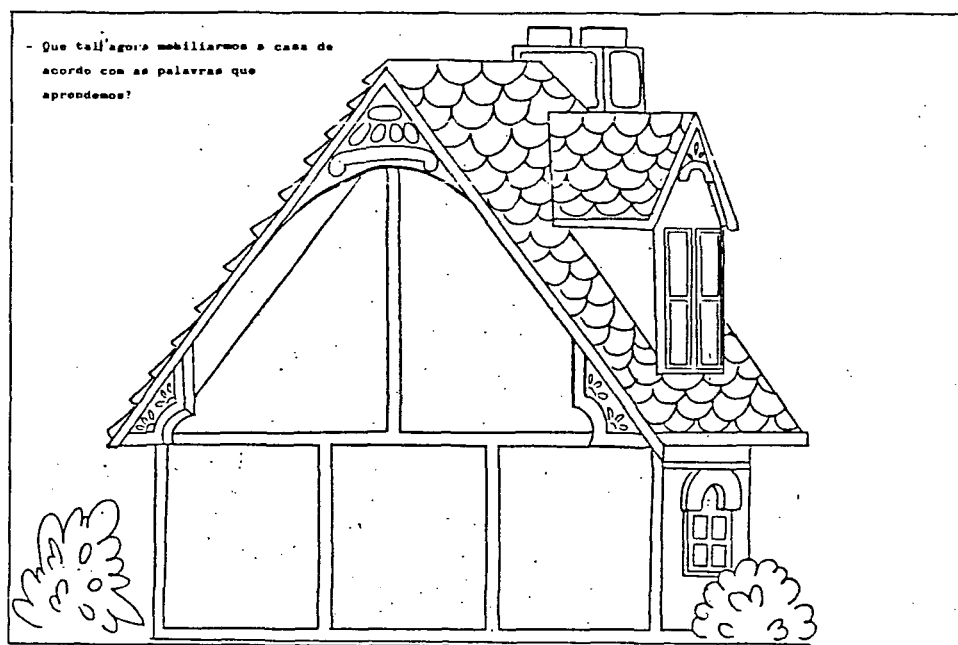
Exercise 5.2
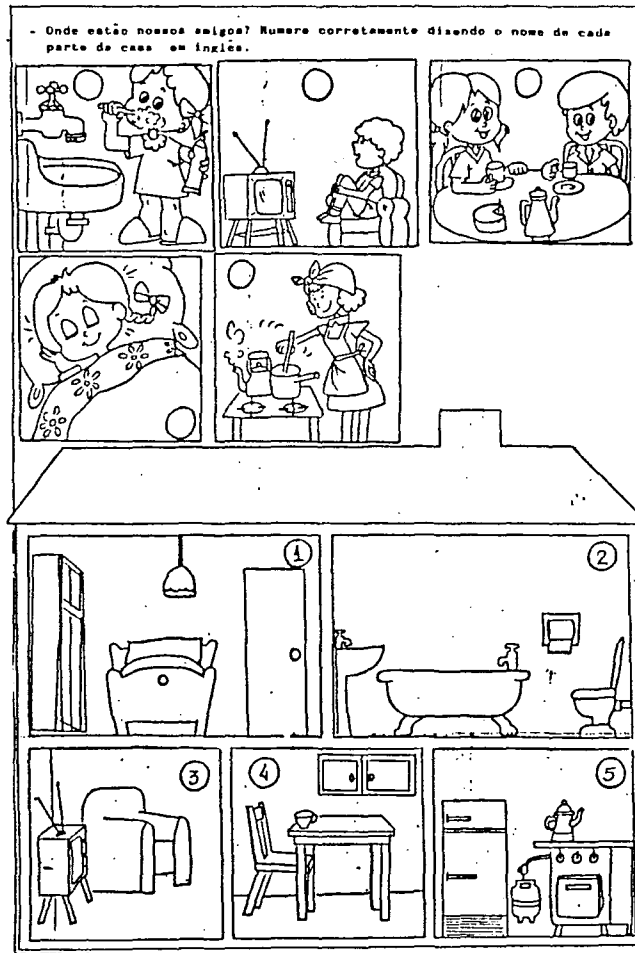
5.2.6 UNIT 6 - At meal times

6.1 Semantic demands on the learners

6.1.1 Topic:

- at meal times.

6.1.2 Concepts:

- tableware.

- colour.

- quantity.

- possession.

6.1.3 Functions:

- naming different objects used to set a table.

- asking and talking about possessions.

- asking and talking about colours.

- asking and talking about quantity.

6.2.4 Linguistic commentary

In this unit students are once more dealing with their environment and transfering to the foreign language concepts which they have already dealt with in Portuguese. The context of the situation in which one needs to deal with tableware is delimited: at meal times. No

other contexts are mentioned at this stage.

6.2 Linguistic forms

6.2.1 Structures:

- reinforced:

1.	- What's **this** / **that** ? - It's a ....
2.	- Is it a .... or a ......? - It's a ....
3.	- Have you got a ....? - Yes, I have. / No, I haven't.
4.	- How many ... have you got ? - I've got ....
5.	- How many ... can you see here? - I can see ....
6.	- What colour is **my** / **your** / **his** / **her** ....? - It's ....

6.2.2　Parts of the grammatical system in focus:

　　1. present simple tense: verb **be** $(3^{rd}$ person

　　　singular) - positive and interrogative.

　　2. have got - positive, negative, interrogative.

　　3. modal verb **can** used with verb of perception

　　　see.

　　4. question words: what? / how many?

　　5. personal pronouns: I, you, it.

　　6. possessive adjectives. all persons singular.

　　7. demonstrative pronouns: this, that.

　　8. indefinite article: a.

6.2.3　Linguistic commentary

　　All the structures used in this unit are familiar to the students. Structure 1 appeared for the first time in 4.2.1.1, structure number 2 appeared for the first time in 4.2.1.2, structure number 3 in 5.2.1.3, structure number 4 in 2.2.1.4, structure number 5 in 2.2.1.3 and structure number 6 in 3.2.1.2.

6.2.4　Lexical items and expressions:

　　- napkin, tablecloth, fork, knife, spoon, plate, glass.

6.2.5 Linguistic commentary

Only the most common elements used to set a table are introduced. Other items can be included depending on the students' interests.

6.3 <u>Teaching commentary</u>

6.3.1 When introducing the objects used to set a table teachers can deal with realia. Setting a table in class is an extremely motivating activity for the students.

6.3.2 Students can be asked to draw a table ready for a meal. Some of them can then describe their tables to the class with the help of the teacher.

6.3.3 A recognition exercise can be done with the students (refer to exercise 6.1, page 99). The teacher gives the instructions to be followed by the students. The teacher says things like "colour the glass in red" or "draw a circle around the napkin".

6.3.4 An exercise involving the classification of elements according to a definite category can integrate mathematics teaching (defining sets of related objects), social sciences (defining what is needed to set a table)

and language teaching (refer to exercise 6.2, page 99).'.
Students are asked to colour only the objects used to
set a table saying their names in English).

6.3.5 This unit can be covered in approximately four
classes of thirty minutes each.
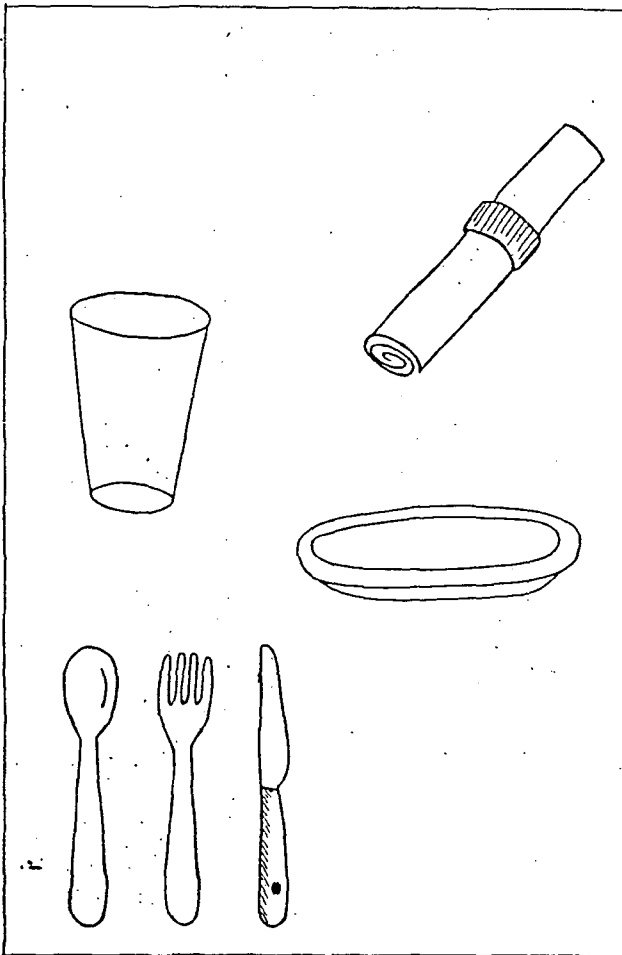
Exercise 6.1

Exercise 6.2
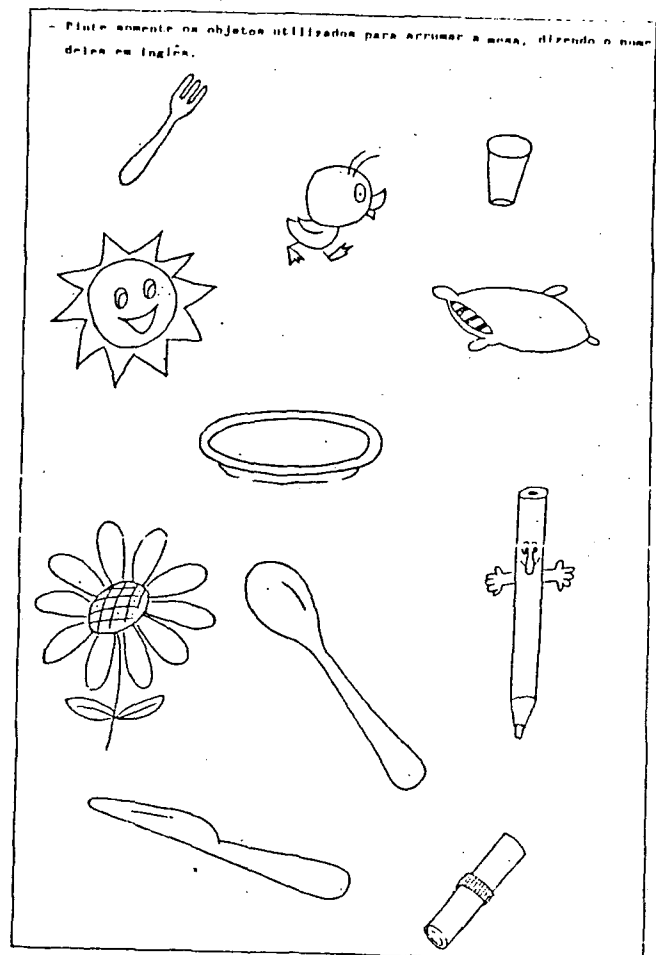
5.2.7 UNIT 7 - Food

7.1 Semantic demands on the learners

7.1.1 Topic:

- food.

7.1.2 Concepts:

- food.

- vegetables.

- fruit.

- colour.

- quantity.

- money.

7.1.3 Functions:

- naming food.

- asking and talking about food.

- asking and talking about colours.

- asking and talking about quantity.

- describing pictures.

- asking and talking about likes and dislikes.

- asking and talking about possessions.

- expressing preferences.

- asking and talking about prices.

- accepting and refusing.

- asking and talking about habitual actions.

7.1.4 Linguistic commentary

Once more the main reason for selecting the topic is the relationship between the student and his environment which is dealt with throughout the whole year in social sciences. Moreover there is no point in setting a table if one is not having a meal.

7.2 Linguistic forms

7.2.1 Structures:

- reinforced:

1.	- How many .... can you see here? - I can see ....
2.	- Do you like ....? - Yes, I do. / No, I don't.
3.	- What colour is | this | .... ? | that | - It's ....
4.	- Which ..... do you prefer?

5.	- What's	this that	?			
	- It's	a an	....			
6.	- Is it	a an	......	or	a an	....?
	- It's	a an	....			

- reinforced, but with a new element:

7.	- Do you eat ..... everyday?			
	- Yes, I do. / No, I don't.			
8.	- Have you got any .... at home?			
	- Yes, I have. / No, I haven't.			
9.	- What colour	are is	my your his her	.... ?
	-	It's They're	....	
10.	- I prefer the			

- presented for the first time:

11.	- What can you see in this picture? - I can see ....
12.	- What colour are the ....? - They're ....
13.	- I want to buy some ....
14.	- How much [is it / are they] ? - [It's / They're] ....
15.	- Would you like to have some ....? - Yes, please. - No, thanks.

7.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular and 3rd person plural) - positive, interrogative.

2. present simple tense: verbs **want, like, eat, prefer** (1st and 2nd persons singular) - positive, negative, interrogative with auxiliary verb **do**.

3. have got - positive, negative, interrogative.

4. modal verb **can** used with verb of perception **see**.

5. modal verb **would** (Would you like to + verb?).

6. question words: what? / which? / how many? /
how much?

7. personal pronouns: I, you, it, they.

8. possessive adjectives: all persons singular.

9. demonstrative pronouns: this, that.

10. definite article: the.

11. indefinite article: a(n).

12. quantifiers: any, some.

13. adverb of time: everyday.

7.2.3 Linguistic commentary

Structure 1 appeared for the first time in
2.2.1.3, structure 2 in 3.2.1.3, structure 3 in 3.2.1.1
and structure 4 in 3.2.1.4 with the noun **colour** and is
now used with different lexical items. They are all
reinforced in this unit.

Structure 6, which appeared for the first time
in 4.2.1.1 and structure 7, which appeared for the first
time in 4.2.1.2 are also reinforced, but the indefinite
article **a** assumes the form **an** which is the written
representation of a phonic element, i.e., the /n/ used
as a linking device when preceding nouns which start
with a vowel.

Some of the structures have already been presented

before, but they have new grammatical elements added to them at this stage. This is the case of structure number 7, which appeared for the first time in 3.2.1.3. The use of the verb **eat** instead of the verb **like** is just a lexical difference, but there is a chance now of working with the pattern **subject + verb + object + time adverbial**.

The same happens with structure 8, which appeared for the first time in 5.2.1.3. The new element here is the quantifier **any** which is usually associated with questions and negatives.

Structure number 9, which appeared for the first time in 3.2.1.2, presents the plural form of the verb **be**. To follow the general rule of number concord between the subject and the verb, the personal pronoun **they** is also introduced.

Structure number 10, which appeared for the first time in 3.2.1.4, has now got the definite article **the** added to the direct object of the sentence.

There are five new structures presented at this stage, but all of them include some known elements. Structure number 11 presents the **wh-element** placed in first position + **operator + subject + predication**, All the elements have been presented to the students since

unit 2, although within different combinations. The expression **in this picture** is commonly used from this point onwards since visual aids are present in the majority of the language classes and teachers constantly refer to them uttering this expression.

Like structure 9, structure number 12 presents the verb **be** in the plural form together with the personal pronoun **they**. The contrast between the forms used in the singular and the forms used in the plural is the main reason for having this structure here. The same applies to structure number 14. In addition, in structure fourteen the question phrase **how much** is also introduced, being a very practical expression in terms of the students' needs.

Structure 13 presents the formula **subject + verb + direct object** formed of an **infinitive verb + quantifier + noun** in this case.

The expression **would you like (modal verb as auxiliary + subject + verb)** followed by **direct object** formed of **infinitive verb + quantifier + noun** presented in structure 15 is, together with structure 13, a productive communicative structure. They both serve the purpose of asking for things in a polite way and can be used when talking about different subject-matters.

7.2.4 Lexical items and expressions:

- food in general: rice, meat, egg.

- vegetables: lettuce, potato, beans, carrot.

- fruit: tomato, apple, banana, pear, grapes,
  orange, lemon, pineapple.

- thanks, please.

- want, buy, eat.

7.2.5 Linguistic commentary

The lexis in this unit has to be related to the students' way of life in order to stress the relationship between the student and his environment. To fulfil this requirement it may be necessary to present other lexical items.

7.3 Teaching commentary

7.3.1 To facilitate the introduction of this unit, one can split it into three different parts:

a) food in general: rice, meat, egg.

  - vegetable: beans.

  - salad.

b) vegetables: lettuce, potato, carrot.

  - fruit: tomato.

c) fruit: apple, banana, pear, grapes, orange,
   lemon, pinapple.

The reason for this division is to present a complete meal first (**a**), then the vegetables which can be part of a salad (**b**) and then the fruit which can be served as dessert (**c**). **Tomato** is included in **b** because although it is a fruit, it is always served as part of a salad and not as dessert.

The structures proposed in this unit are applied to the three different parts suggested.

7.3.2 To present an element of the English culture, fast food names can be introduced (sandwich, bacon, eggs, cheeseburger, hot-dog, ice-cream, chips, popcorn, chewing-gum, etc.). The influence of fast food in Brazil can be explored. Longman's reader **Fast Food** provides good illustration for this topic (refer to appendix 2).

7.3.3 Each student can be asked to bring a visual of some food they have learned and the teacher can display all the visuals on the wall pretending to have a "mini-supermarket". Each student buys something from the "mini-supermarket" paying the shop-asssitant (teacher) with paper money distributed beforehand. The student can then stick the visual or draw the picture of what he/she has bought on a basket saying the name of what he/she has bought in English (refer to exercise 7.1, page 111).

7.3.4   Teachers can also give orders that the students have to obey using gestures. If the teacher says "let's eat a banana" all the students pretend to eat a banana.

7.3.5   Teachers can also think about a fruit, vegetable or any food the students have already learned. Teachers then describe it to the class and the students have to guess what it is. If the teacher says "it is round, orange and it is small. What is it?" students are expected to answer "it is an orange".

7.3.6   Masks of different fruit are very useful. As it was mentioned in the practical underpinning, shy children tend to be more confident and relaxed when using them. Students can pretend they are the fruit and talk to the class. They can also be "sold" to other students.

7.3.7   If the teacher splits the unit into different parts, different exercises can be produced for each part. Exercise 7.2, page 111, is an example for the first part. Students are asked to draw the food which is missing in the exercise and then say the names of the different food in English. The same page can be used for a recognition exercise (refer to 3.3.6).

Exercise 7.3, page 112, is to be used with the
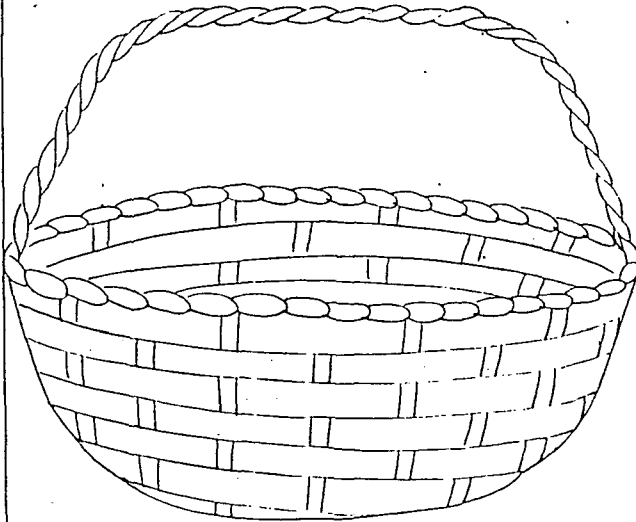
second part. Students colour the pictures first and then stick the plates with food on the table saying the name of the food in English.

Exercises 7.4 and 7.5, pages 112 and 113, are to be used with the third part. In exercise 7.4 students colour the fruit saying their names in English. In exercise 7.5 students colour the fruit and then stick them on the basket (to pretend that they are in the basket) while saying their names in English.

7.3.8 A revision exercise including all the three parts of the unit is quite useful since one has to think in terms of approximately 12 classes of thirty minutes to cover this unit. Exercises 7.6, page 113, is an example of this. Students can either stick visuals of different food or draw them if they have not got enough visuals at home as long as they know how to say them in English. A picture library can help a lot. Teachers take pictures from magazines and keep them in different folders according to their topic.
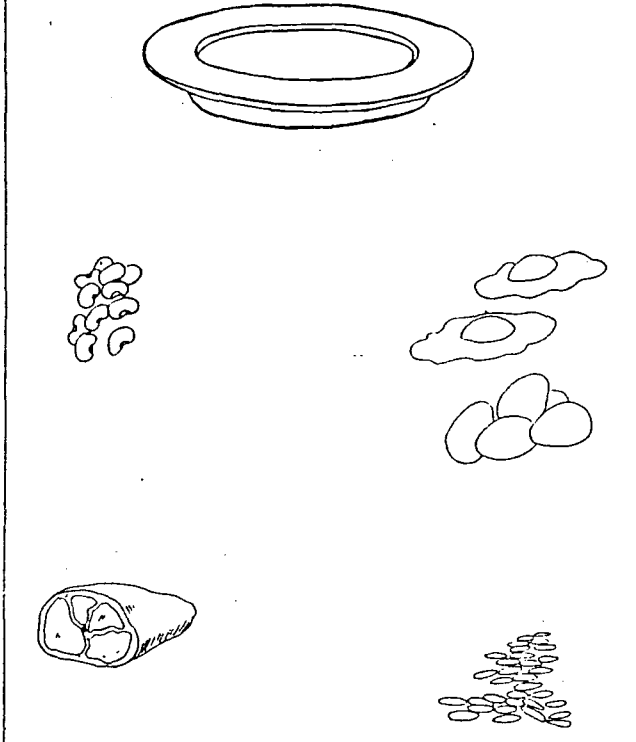
Exercise 7.3

Vamos pintar e colocar os alimentos na mesa dizendo o nome deles em inglês.

Exercise 7.4

Vamos colorir dizendo o nome das frutas em inglês.
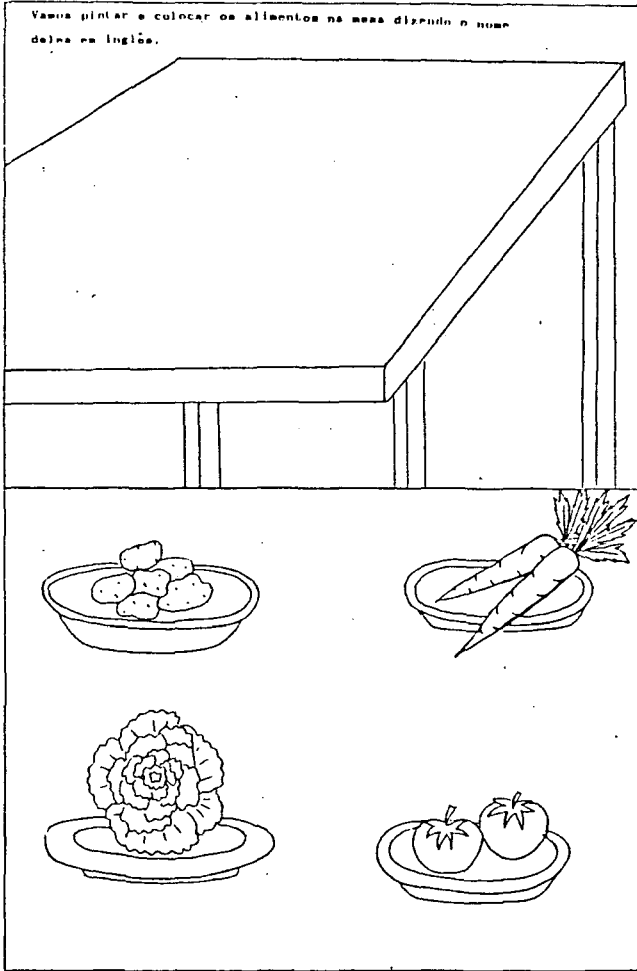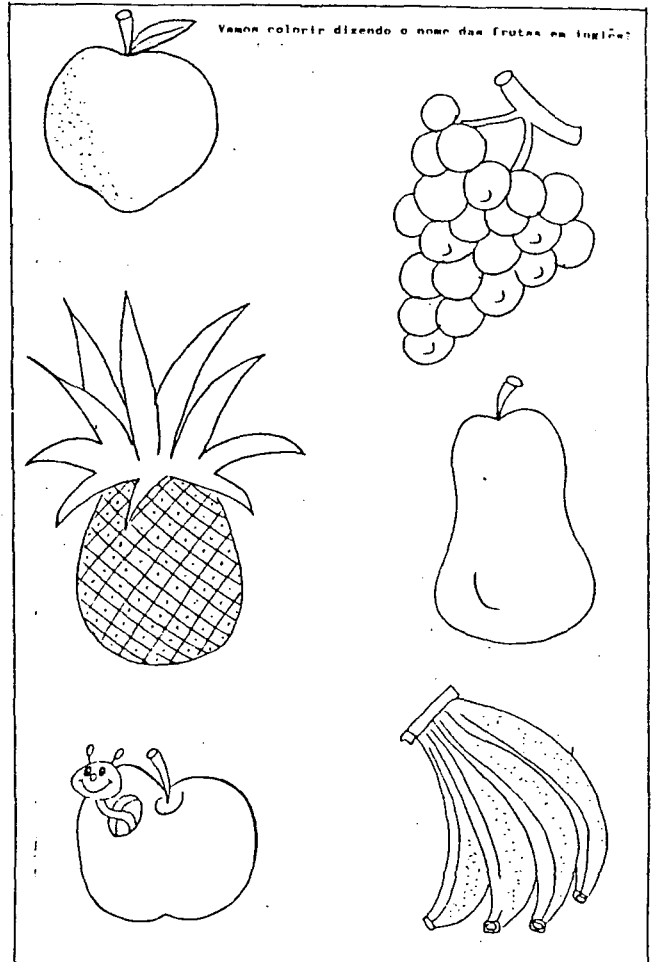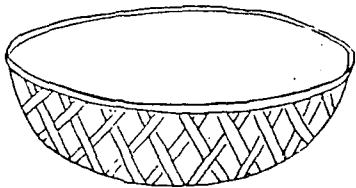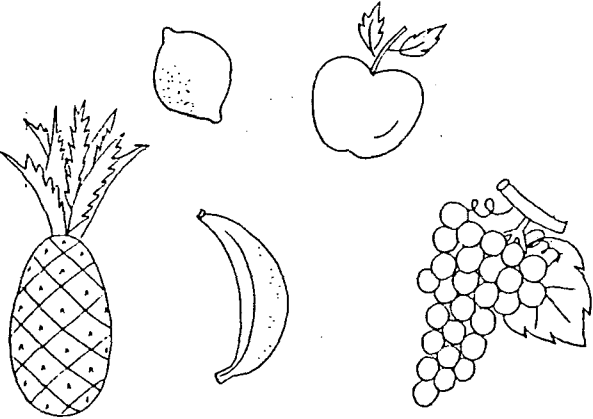
Exercise 7.5

Vamos colorir e colocar as frutas na cesta dizendo o nome delas em inglês?
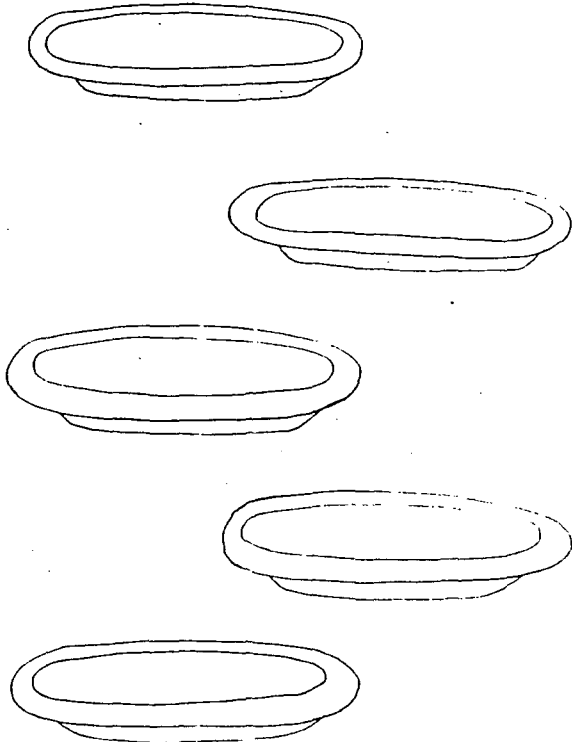
Exercise 7.6

Complete os pratos com alimentos que você aprendeu e sabe dizer em inglês. Se possível use figuras.

5.2.8 UNIT 8 The head and the neck

8.1 Semantic demands on the learners

8.1.1 Topic:

- the head and the neck.

8.1.2 Concepts:

- parts of the head and the neck.

- quantity.

- plurality.

- possession.

8.1.3 Functions:

- asking and talking about the parts of the head and the neck.

- asking and talking about possessions.

- asking and talking about quantity.

8.1.4 Linguistic commentary

Now that the students have already dealt with things which are related to them using the foreign language, it is time to talk about people. The first person to be mentioned is the student him/herself and his/her relationship with his/her body.

One may question why starting with things rather than with people. We would say that it is simply a matter of choice. If one prefers to start talking about people rather than about things, then units 8 to 12 have to be presented before unit 5, provided that the sequence of structures and the parts of the grammatical system in focus are carefully analysed and ordered.

8.2 Linguistic forms

8.2.1 Structures:

- reinforced:

1.	- Have you got ....? - Yes, I have. / No, I haven't.
2.	- How many .... have you got? - I've got ....

- reinforced, but with a new element:

3.	- What	's	this ? that
	= It's	my your the a (n)	....

4.	– Show me	my	....
	Point to	your	
	Touch	his	
		her	
		the	
		a (n)	

– presented for the first time:

5.	– What	are	these ?
			those
	– They're	my	....
		your	
		the	
6.	– What's missing?		
	– A	....	is missing.
	An		
	The		

8.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular and 3rd person plural) – positive, interrogative.

2. present continuous tense (be + missing) – positive, interrogative.

3. imperative (infinitive without to): verbs **show, point.**

4. have got - positive, negative, interrogative.

5. question words: what? / how many?

6. personal pronouns: I, you, it, they.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, that, these, those.

9. definitive article: the.

10. indefinite article: a (n).

8.2.3 Linguistic commentary

Structure number 1 appeared for the first time in 5.2.1.3 and structure number 2 in 2.2.1.4.

Structures 3 and 4 are reinforced, but have new grammatical elements added to them. Structure number 3 appeared for the first time in 4.2.1.1. The combination established in the answer to it (**personal pronoun it** as **subject + verb be + possessive adjective or article + noun as predicate**)is used for the first time.

In structure 4 the following combination is established:

imperative verb or phrasal verb + (indirect object formed of **object pronoun) + direct object** formed of **possessive adjective or article + noun.**

The parentheses indicate that the element can be omitted.

Although presented in a similar way in 4.2.1.3,
it is the first time the option of having a **direct object**
formed of **possessive adjective + noun** with an **imperative
verb** appears.

Structure number 5 presents the plural form of
the demonstrative pronouns **this/that** for the first time.
Although the personal pronoun **they** as a marker of
plurality was introduced in the previous unit, number
concord between subject, verb and subject complement is
reinforced here.

Structure number 6 presents a progressive form
(be + V + ing) for the first time. The question is formed
of **wh element + be + V + ing** while the answer to it is
formed of **subject + be + V + ing.** It may cause some difficulty
for the students because in the equivalent form in Portuguese the
subject tends to come after the verb as in "Está faltando a cabeça".
The verb in this case is intransitive. The progressive form is very
productive in the English language and it will reoccur with other
verbs in later stages.

8.2.4 Lexical items and expressions:

- eyes, nose, ears, mouth, cheeks, chin, head,
  hair, neck, tongue, lips, tooth/teeth, face.
- miss, point to, touch.

8.2.5 Linguistic commentary

Depending on the interest and knowledge of the

group of students, more specific elements such as **eyebrow** and **eyelash** can be included. The selection of lexical items can also be reduced. Items like **tongue, tooth/ teeth, lips** can be omitted.

The introduction of some other parts of the body, giving an opportunity for the students to cope with them in English, is left for the second grade when students deal with this topic amongst other matters in science.

8.3   Teaching commentary

8.3.1   Inventing a song which involves touching the different parts of the head and the neck while singing, is an extremely motivating activity. Students can be asked to complete a child's face while singing the same song at home (refer to exercise 8.1, page 121, where motor skills are developed at the same time the activity is done).

8.3.2   Teachers can have a plastic bag containing pictures of the different parts of the head and the neck. Students are asked to pick up a part of the head or the neck from the bag and say what it is aloud. Teachers can stick the different parts on the blackboard until

a monster is formed. Students can then be asked to give

a name to him and ask him questions such as "what's your

name?", "how many ears have you got?", etc. Teachers

provide the answers pretending to be the monster disguising

their voices.

8.3.3 Teachers can creat a monster with the objects

known by the students. Teachers ask questions to the

students and form the monster on the blackboard.

> e.g. teacher   - What's missing?
>
> students   - The eyes.
>
> teacher   - So let's use an orange for one eye
>
> and a pear for the other.

Students can be asked to form their own monsters

at home.

8.3.4 Students can be asked to say the names of the

parts of the face while manipulating them. They have to

colour the different parts of the face, cut them out and

stick them in the appropriate place as it is presented

in exercise 8.2, page 122.

8.3.5 A recognition exercise (refer to 3.3.6) can be

done and the same exercise can help the students to

develop their motor skills afterwards. In exercise 8.3,

page 122, the recognition exercise using the picture of the boy is done first. Only in a later stage students are asked to cut the picture according to the lines and put the pieces together again while saying the names of the parts of the head and the neck. Jigsaws are usually appreciated by children.

8.3.6 This unit is to be covered in approximately four classes of thirty minutes each.

Exercise 8.1

Vamos completar a menina cantando a música que aprendemos?

Exercise 8.2

Pinte as partes do rosto do menino. Agora vamos recortá-las
e colá-las dizendo seus nomes em inglês.

Exercise 8.3

Quebra cabeça:
- recorte nas linhas retas e cole nosso amigo na parte de
cima dizendo em inglês as partes da cabeça e o pescoço
também.
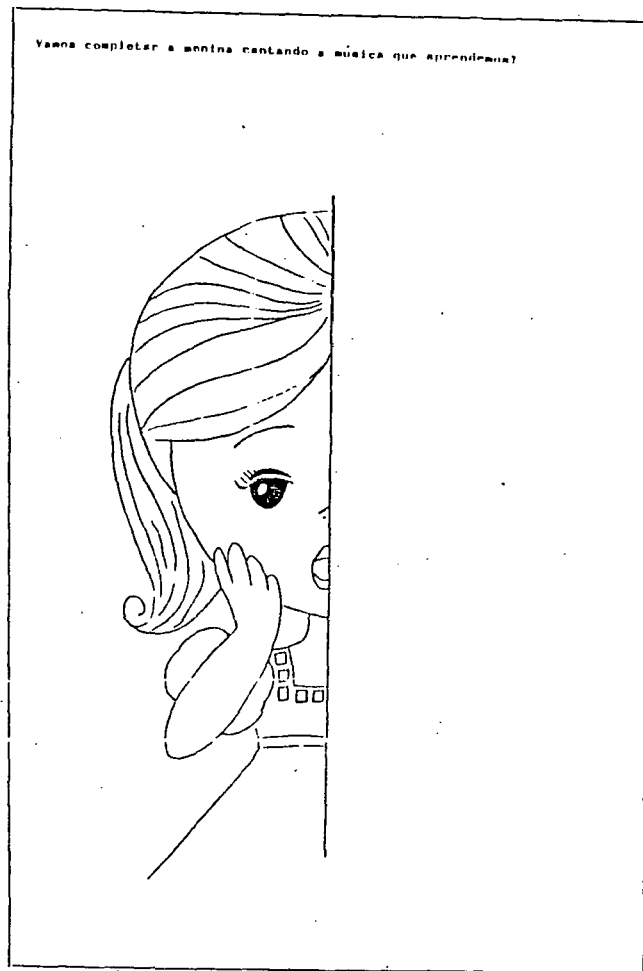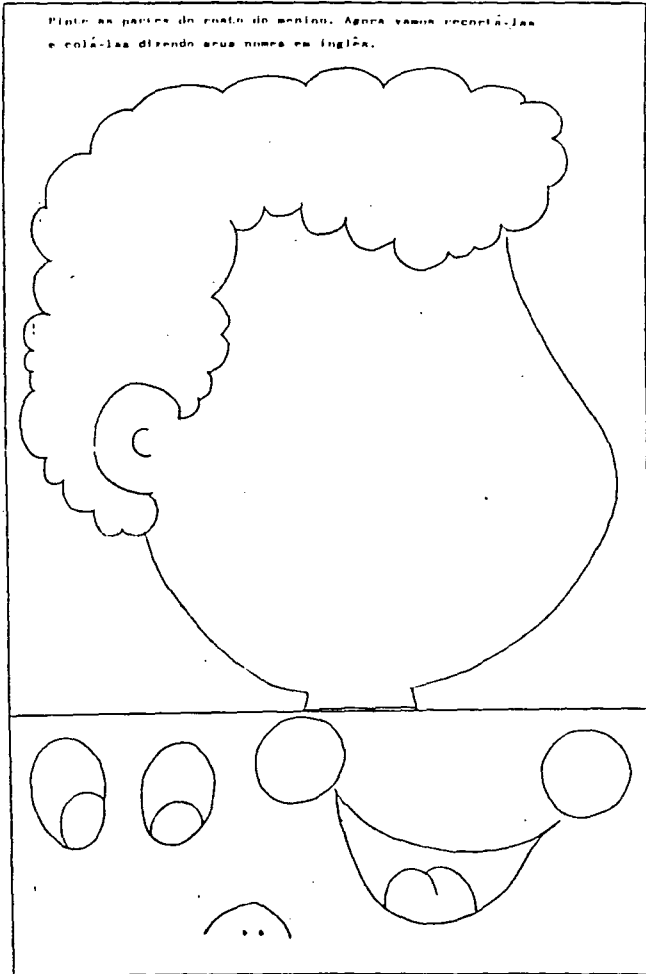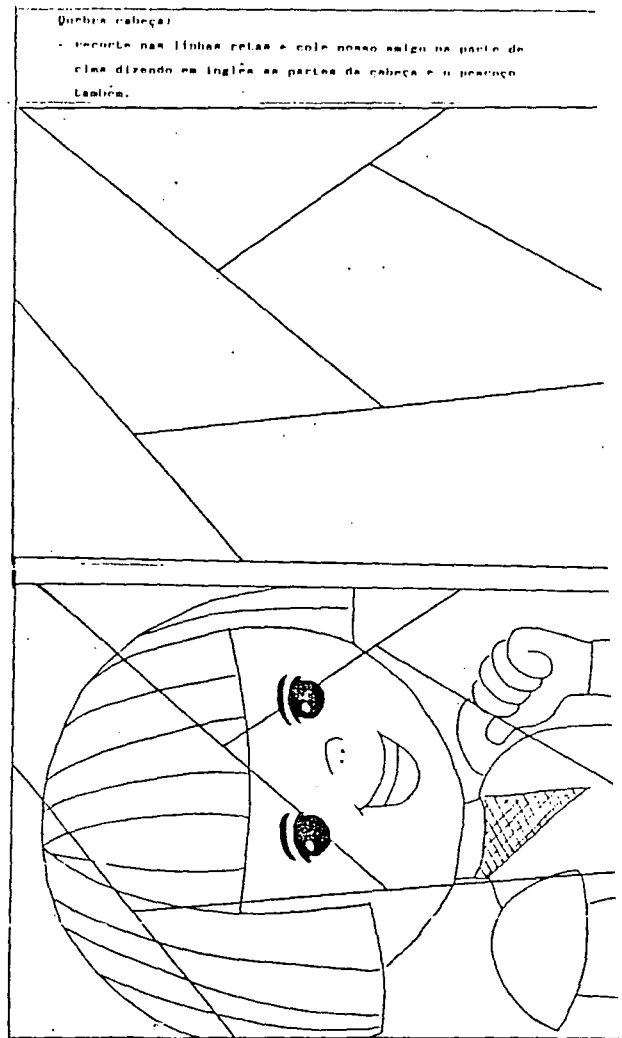
5.2.9 **UNIT 9 - The family**

9.1 <u>Semantic demands on the learners</u>

9.1.1 Topic:

- the family.

9.1.2 Concepts:

- family relationships.

- possession.

- quantity.

9.1.3 Functions:

- identifying the elements of a family.

- describing families.

- asking and talking about possessions.

- asking and talking about quantity.

9.1.4 Linguistict commentary

The first relationships established by a human being are usually within the family. Therefore after dealing with the relationship between the student and him/herself (through his/her body) it is sensible to talk about his/her relationships with the family.

9.2 Linguistic forms

9.2.1 Structures:

- reinforced:

1.	- Have you got any ....? - Yes, I have. / No, I haven't.
2.	- How many .... have you got? - I've got ....

- presented for the first time:

3.	- What's	my your his her	.....'s name?
	- It's		
4.	- What are their names? - They are		
5.	- Is your ....'s name X? - Yes, it is. / No, it isn't.		
6.	- X is Y's		

9.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive, negative, interrogative.

2. have got - positive, negative, interrogative.

3. question words: what? / how many?

4. personal pronouns: I, you, it, they.

5. possessive adjectives: my, your, his, her, their

6. cardinal numbers.

7. genitive: apostrophe with proper names.

   apostrophe with common nouns.

9.2.3 Linguistic commentary

Structure number 1 appeared for the first time in 7.2.1.6 and structure number 2 in 2.2.1.4.

In structure number 3 the use of the possessive genitive with common nouns is used for the first time. A similar structure without the genitive was introduced in 1.5.1.1.

In structure number 4 students deal for the first time with the possessive adjective **their**. For the last two units students have been dealing with the combination of the personal pronoun **they** plus verb **be** in the plural form. The possessive adjective **their** is introduced as another element used to mark plurality.

Structure number 5 presents most of the elements from structure 3 combined in a different way. Being a **yes/no** question, the verb **be** assumes the first position followed by the **subject (your ...'s name)** and the **complement (X)**. The question here demands a **yes** or **no**

response in relation to the validity of the predication, as Quirk and Greenbaum (1976) mention (2.19, p.24).

Structure number 6 is very simple, but presents the possessive genitive with proper names for the first time. An analogue sentence in terms of meaning would be **X has a ... called Y.**

9.2.4 Lexical items and expressions:

- mother (mummy), father (daddy), brother, sister, baby, baby brother, baby sister, grandmother (grandma, granny), grandfather (grandpa).

9.2.5 Linguistic commentary

The items selected are chosen from the point of view of the child. There is no use introducing items like **son** and **daughter** at this stage since the child will tend to understand them as **brother** and **sister** since these relationships are the ones which he/she has already established.

9.3 Teaching commentary

9.3.1 Students can be asked to bring family albums or family trees to show to the class. Teachers talk about the students' families. Students can then be asked to

complete their family trees as in exercise 9.1, page 128,

while saying how each member of the family is called

in English. If they have got more members in their

families they can draw some more branches in the tree.

If they have got less elements, they can complete the

tree using fruit.

9.3.2 Teachers can draw their own family trees on the

blackboard using photographs if possible. They talk about

their families and answer questions formulated by the

students.

9.3.3 Using visual aids, a family can be introduced to

the students. The same family can be reproduced on a

sheet of paper. Students can colour the members of the

family while singing a song invented in class. The same

sheet can be used for a recognition exercise afterwards.

(Refer to exercise 9.2, page 128.

9.3.4 This unit is supposed to be covered in approximately

four classes of thirty minutes each.

Exercise 9.1

Complete a árvore desenhando as pessoas de sua família e
dizendo como cada uma delas é chamada em inglês.

Exercise 9.2

Vamos pintar essa família enquanto cantamos a música que
fizemos para ela?
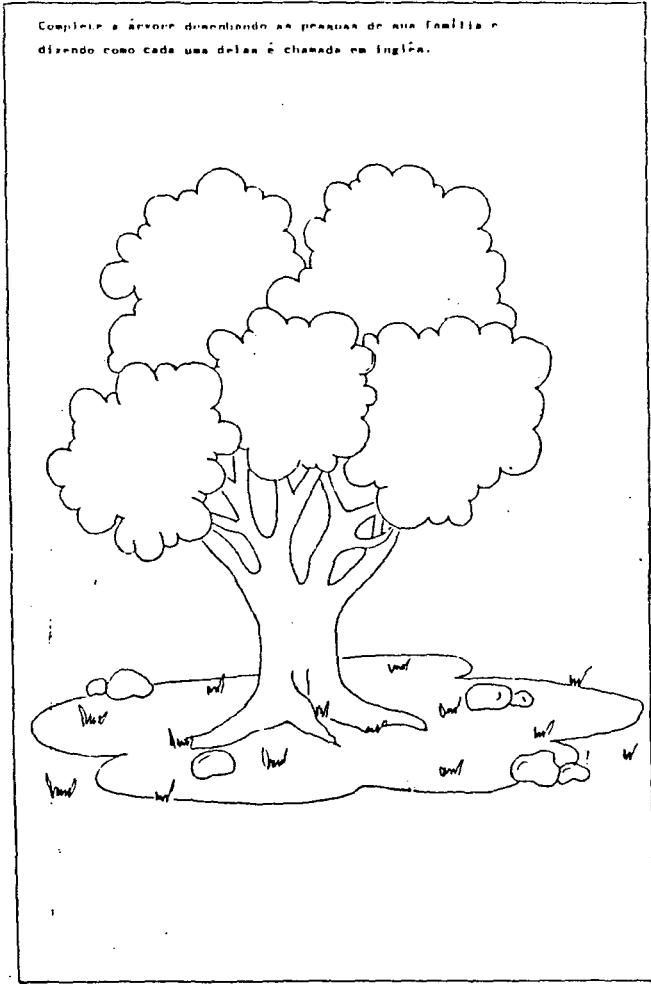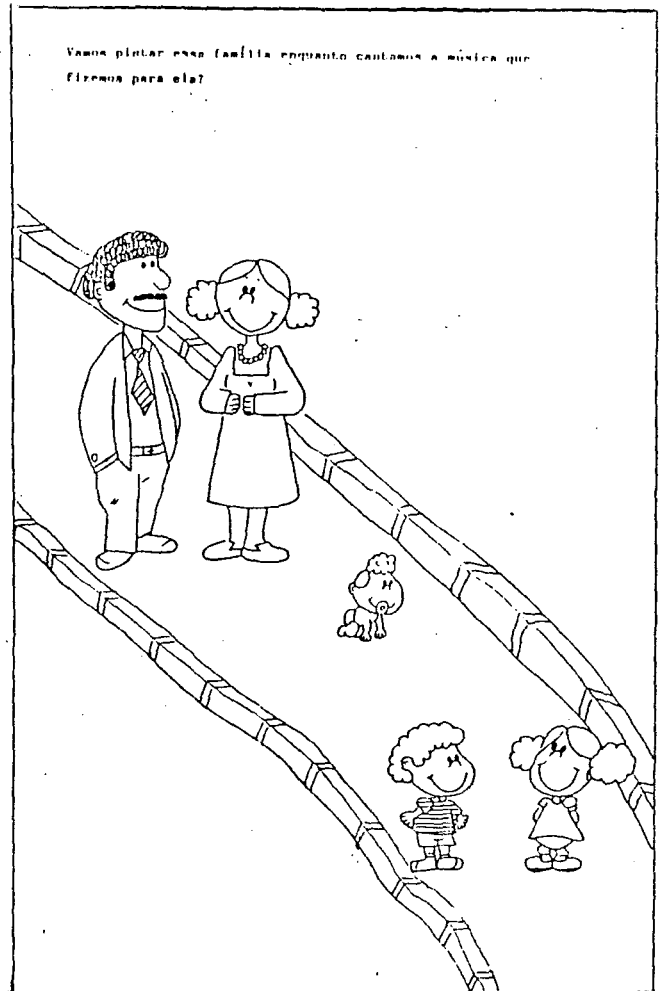
5.2.10 **UNIT 10 - Pets**

10.1 <u>Semantic demands on the learners</u>

10.1.1 Topic:

- pets.

10.1.2 Concepts:

- pets.

- quantity.

- colour.

- size.

- possession.

10.1.3 Functions:

- asking and talking about animals.

- asking and talking about possessions.

- asking and talking about colours, size and quantity.

- expressing likes and dislikes.

- expressing preferences.

10.1.4 Linguistic commentary

Seven/eight year-old-children are very much interested in pets. The relationship the children have

got with pets is emphasized in this unit.

10.2 Linguistic forms

10.2.1 Structures:

- reinforced:

1.	- What's this that ? - It's a ....
2.	- What colour is my your his her .....? - It's ....
3.	- Have you got a ....? - Yes, I have. / No, I haven't.
4.	- How many .... have you got? - I've got ....
5.	- Do you like ....? - Yes, I do. / No, I don't.
6.	- Which animal do you prefer? - I prefer the ....

– reinforced, but with a new element:

7.	– What do you prefer: .... or ....? – I prefer ....
8.	– Is it big or small? – It's ....
9.	– Which animals can you see here? – I can see a ...., a .... and a ....

10.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. have got - positive, negative, interrogative.

3. present simple tense: verbs **like** and **prefer** (1st and 2nd persons singular) - positive, negative and interrogative with auxiliary verb do.

4. modal verb **can** used with verb of perception **see**.

5. question words: what? / how many? / which?

6. personal pronouns: I, you, it.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, taht.

9. definite article: the

10. indefinite article: a.

11. cardinal numbers.

12. conjunction: or

13. adverb of place: here.

10.2.3 Linguistic commentary

Structure number 1 appeared for the first time in 4.2.1.1, structure number 2 in 3.2.1.2, structure number 3 in 5.2.1.3, and structure number 6 in 3.2.1.4, although the noun **animal** is substituted for the noun **colour** in this unit.

The other structures are all reinforced, but they have all got new elements added to them. Structure number 7 appeared in 3.2.1.4, but the question word **what** is substituted for the question word **which** + the noun **colour**. Apart from that, two alternatives are offered in the same structure through the use of the conjunction **or**. In **Which colour do you prefer?** it is very difficult to predict the interlocutor's answer, while in **What do you prefer: ..... or .....?** there is a 50% probability of guessing the interlocutor's answer correctly.

Structure number 8 appeared in 4.2.1.2. At that stage it was used with different nouns and therefore the indefinite article a (n) was needed. This is not the case in this unit, since the structure is used with adjectives.

Structure number 9 appeared in 7.2.1.11 with the question word **what** and is now used again with the question

word **which**.

10.2.4 Lexical items and expressions:

- dog, cat, parrot, bird, tortoise, mouse, horse.
- animal, pet.
- small, big.

10.2.5 Linguistic commentary

The main point here is selecting animals which are part of the students' reality. Other pets can be included according to the students' interest.

10.3 Teaching commentary

10.3.1 The traditional song Old MacDonald, which tells the story of an old farmer called Old MacDonald and the animals he had on his farm, can be very motivating (refer to appendix 2). Teachers can adapt the song to the animals presented. A plastic covered poster with the picture of a farm on which teachers can stick pictures of different animals while singing the song, is useful.

10.3.2 Rhymes involving animals can also be included (refer to appendix 2). While saying the rhymes some students can act out their meaning to the class.

10.3.3 Masks of different pets can be produced and students can be asked to perform as if they were the pets.

10.3.4 It may be helpful to have an exercise in which students have to recognize the known pets and draw the one(s) which is (are) missing (refer to exercise 10.1, page 135). Such activity offers an opportunity for the students to think about what they have learned in their English classes, i.e., the names of the pets, when they are at home.

10.3.5 Recognizing the environment of each pet is useful in terms of the knowledge of the world a child has got. Exercise 10.2, page 135, serves this purpose. It also deals with the development of the students' motor skills. The language learning purpose is disguised, but effective.

10.3.6 This unit can be covered in approximately six classes of thirty minutes each.

Exercise 10.1

Pinte e diga o nome dos animais que você sabe em inglês e desenhe
aquele que está faltando.

Exercise 10.2

- Vamos ligar dizendo o nome dos animais em inglês?
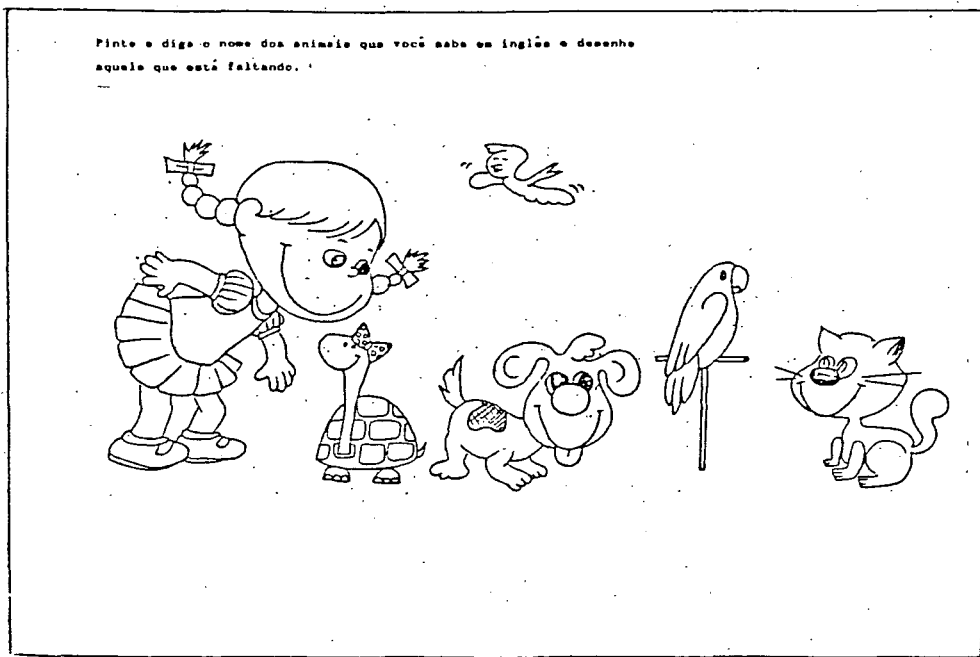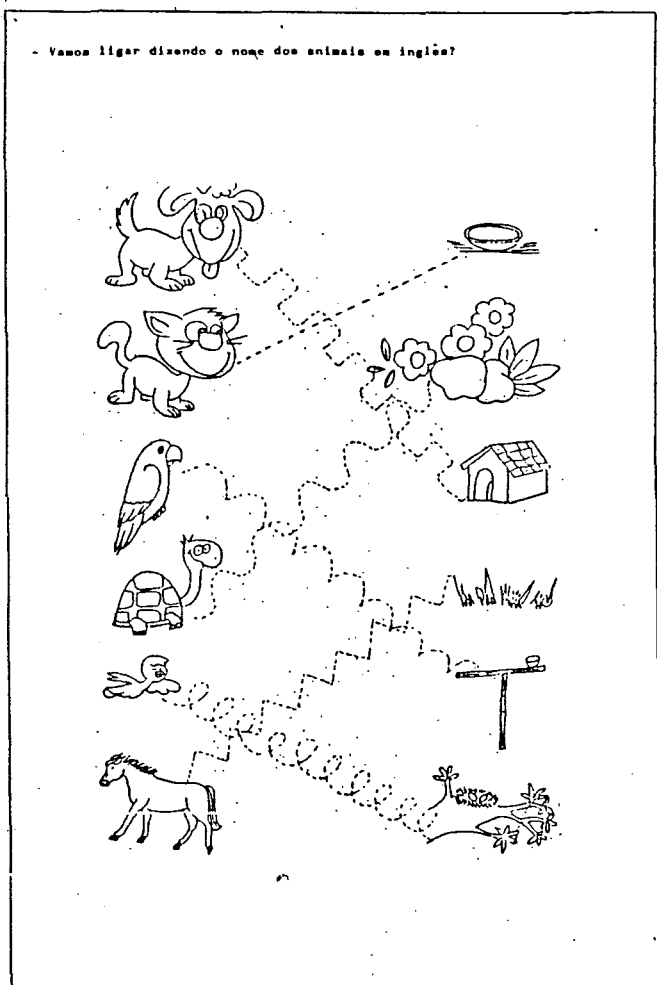
5.2.11   UNIT 11 - Occupations

11.1   Semantic demands on the learners.

11.1.1   Topic:

- occupations.

11.1.2   Concepts:

- occupation.

- possession.

11.1.3   Functions:

- asking and talking about occupations.

- asking and talking about plans for the future.

- asking and talking about preferences.

- asking and talking about possessions.

11.1.4   Linguistic commentary

In social sciences students deal with the relationship of people in society and different occupations are presented to them. The well-known occupations, in terms of the students' reality, are reintroduced in English with a special care in order not to overestimate certain occupations or demonstrate prejudice against others.

11.2 Linguistic forms

11.2.1 Structures:

- reinforced:

1.	- What's this / that ? - It's a ....
2.	- Would you like to be a ...? - Yes, I would. / No, I wouldn't.

- reinforced, but with a new element:

3.	- What's his / her name? - His / Her name is ...... - It is .... - It's

- presented for the first time:

4.	- What do / does you / he / she do? - I'm / He's / She's a ....

5.	- Is	my	father	a	.......?
		your	mother		
		his	sister		
		her	brother		

- Yes,	he	is. / No,	he	isn't.
	she		she	

6.

- Whose .... | is it ?
                   | are they

- | It's | the .... 's ....
- | They're |

- | It is | X's ....
- | They are |

11.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (singular) -
   positive, negative, interrogative.

2. present simple tense: verb **do** (singular) -
   positive, negative, interrogative with auxiliary
   verb **do/does**.

3. would you like to + verb + article + noun?

4. question words: What? / Whose?

5. personal pronouns: all persons singular + they.

6. possessive adjectives: all persons singular.

7. definite article: the.

8. indefinite article: a.

9. genitive: apostrophe with common nouns.

apostrophe with proper names.

11.2.3 Linguistic commentary

Structures numbers 1 and 2 are reinforced in this unit. Structure number 1 appeared for the first time in 4.2.1.1 and structure number 2 in 7.2.1.15. The expression **would you like** is used in the context of this unit to express probality of something coming into existence.

Structure number 3 is also reinforced, but it presents a new grammatical element this time. It appeared first in 1.5.1.1, but instead of having "**His/Her name is ...**" (**nominal group** formed of **possessive adjective + noun** as **subject + V be + complement**) one finds "**It is ...**" (**personal pronoun** it as **subject + V be + complement**) in the answer to the question "**What's his/her name?**".The use of the pronoun **it** referring back to **his/her name** in the question is very important for the understanding of the way the English language works using anaphoric and cataphoric references quite frequently.

All the other structures present new combinations in grammatical terms. Structure number 4 presents **do** as auxiliary (and therefore operator) and **do** as the main verb.

This is certainly a major problem for Portuguese speakers since there is no equivalence between the two languages in this case. It can also be considered a dangerous item since the search for a translation of **do** as auxiliary can lead to misunderstandings. Structure 4 is in fact a wh-question which requires an information about the subject in its answer, i.e., a subject complement. One knows that other answers such as "I study English" are also possible, but they are not presented at this stage since the emphasis is on occupations. The operator **do** in its form **does** is introduced for the first time in the context of the question.

In structure number 5 the formula **V** as first element of the sentence + **subject** (formed of **possessive adjective + noun**) + **complement** (formed of **article + noun**) is presented. Being a **yes/no question**, it requires a short answer using the personal pronouns **he** and **she**.

Structure number 6 presents the question word **whose** for the first time. The possessive genitive with common nouns (in this case the occupations) and with proper names, although reinforced (refer to 9.2.1.5 and 9.2.1.6), is now presented as subject complement.

11.2.4 Lexical items and expressions:

- doctor, nurse, dentist, butcher, postman,

policeman, teacher, student, letters, meat, bag, whistle, truncheon.

11.2.5 Linguistic commentary

Apart from the occupations, one can notice that things associated with some of the occupations are also included in the selection of lexical items. This is because, having this association, one can work with the concept of possession (and therefore with the question word **whose**) in a realistic way.

The occupations presented may vary according to the students' reality and interests.

11.3 Teaching commentary

11.3.1 The presentation of the different occupations can be facilitated through the use of visuals. Teachers can give names to each person and introduce them to the students as if they were their friends. Teachers say things like "this is my friend Bob and he is a doctor". Not more than three occupations should be introduced per class.

After introducing the people and their occupations, questions can be asked using structures 2 to 5. Students can then be asked to complete a dotted exercise giving names to the people and saying their occupations in English

11.3.2 When talking about different things that people use at work, one can have visuals and realia. Different questions can be asked to the class. A possible sequence of questions is the following:

- What's this?

- It's a **whistle**.

- Whose **whistle** is it?

- It's the **policeman**'s **whistle**.

- What's **his** name?

- It's **George**.

- So it's **George**'s **whistle**.

An exercise in which students cut out the things used at work and stick them near their owners can be used as a follow up for this activity

11.3.3 Teachers can have a bag where all the visuals of the different occupations are kept. A student is asked to come to the front of the class and picks up one of the visuals. Then teachers ask him/her questions like **"What's his name"**?"and **What does he do?"**. The pictures can then be stuck on the walls of the classroom.

11.3.3 This unit can be covered in approximately eight classes of thirty minutes each.
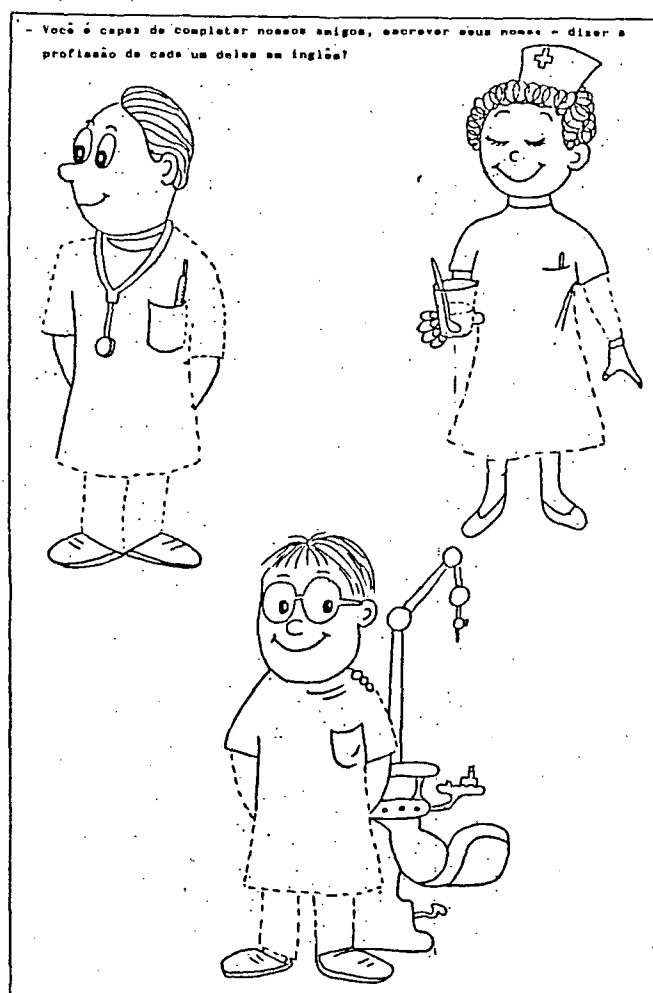
Exercise 11.1

Exercise 11.2
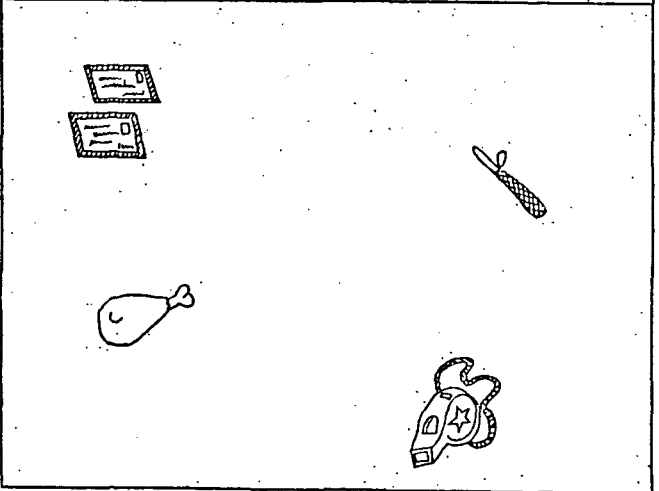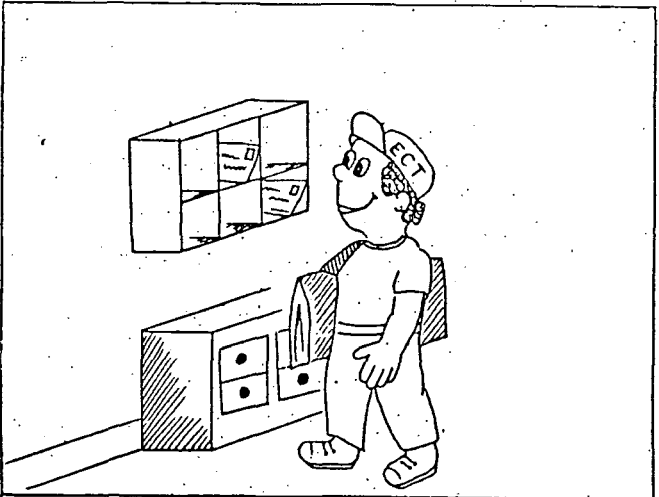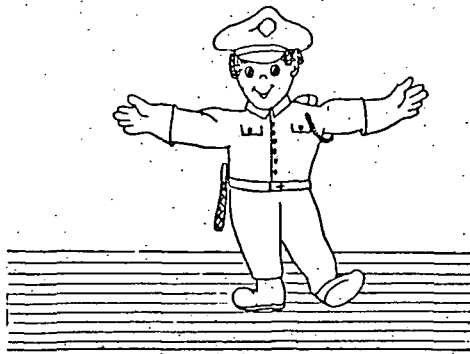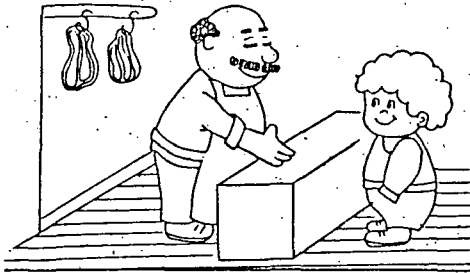
5.2.12 UNIT 12 - At School

12.1 Semantic demands on the learners

12.1.1 Topic:

- at school.

12.1.2 Concepts:

- school.

- possession .

- size.

- colour.

- quantity.

12.1.3 Functions:

- asking and talking about school objects, their colour and size.

- asking and talking about possessions.

- asking and talking about quantity.

12.1.4 Linguistic commentary

School environment is familiar and relevant to the children. This unit allows students to cope in English with a well-known environment and gives an opportunity for revision of concepts, functions and

structures presented in previous units.

12.2 Linguistic forms

12.2.1 Structures:

- reinforced:

1.	- What's this that ? - It's a an .....
2.	- What colour is your my his her ...... ? - It's ....
3.	- Is it **big** or **small**? - It's ....

- reinforced, but with a new element:

4.	- Have you got a ....? Has he she - Yes, I have./No, I haven't. he has he hasn't. she she

5.

- How many	have you	got?
	has | he	
	| she	

- I've	got ....
He's	
She's	

- presented for the first time:

6.

- What	have you	got?
	has | he	
	| she	

- I've	got	a	....
He's			
She's		an	

12.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. have got - positive, negative, interrogative.

3. question words: what? / how many?

4. personal pronouns: all persons singular.

5. possessive adjectives: all persons singular.

6. demonstrative pronouns: this, that.

7. indefinite article : a (n).

12.2.3 Linguistic commentary

Three of the structures presented in this unit are reinforced. Structure number 1 appeared in 4.2.1.1, structure number 2 in 3.2.1.2 and structure number 3 in 10.2.1.8.

Structures 4 and 5 are reinforced, but present new grammatical elements this time. Structure number 4 appeared in 5.2.1.3 and structure number 5 in 2.2.1.4, but in both cases. it is the first time **have got** in the third person singular is introduced.

Structure number 6 is presented for the first time. The combination of the question word **what** and **have got** allows non-predictable answers, while the **yes/no** pattern, reinforced in structure 4, allows answers which have got a 50% chance of being predicted. The context of the situation will determine whether to use one or the other.

12.2.4 Lexical items and expressions:

- desk, bag, pencil, pen, rubber, book, notebook, pencil-case, pencil sharpner, blackboard, classroom, folder, coursebook, chalk, board-wiper.

12.2.5 Linguistic commentary

Of all the environments, the school is the most real for the children and the work within this unit in certainly facilitated because of this. The selection of items can be expanded or restricted. The linguistic decision to introduce **teacher** and **student** in the previous unit helps to establish a link between the two.

If there is a preference for American English, the word **eraser** can be used instead ot the words **rubber** and **board-wiper**.

12.3 <u>Teaching commentary</u>

12.3.1 Since the teaching-learning event takes place in the actual environment, the use of realia is essential in this unit. After presenting all the lexical items, teachers can put all the school objects in a bag. They can then play a musical cassette. While the students listen to the songs, they pass the bag from one to the other in a circle. When the music stops students have to stop passing the bag from one to the other. The student with the bag takes an object from it and says: "this is a ...". Teachers then ask questions about the object using the structures suggested.

12.3.2   To establish the link between the previous unit and this unit, students can have an exercise in which they write down their names, the name of a classmate and the name of the teacher (refer to exercise 12.1, page 151).

12.3.3   Teachers give instructions to the students who have to follow them quickly. If the teacher says "show me a ...", the students do it quickly When the students are familiar with the activity, one of them can take the role of the teacher. The activity can be followed by a recognition exercise (refer to 3.3.6) which can be used as homework afterwards as in exercise 12.2, page 151, where the students have to colour what a student takes to school while saying the names of the objects in English.

12.3.4   This unit is supposed to be covered in approximately six classes of thirty minutes each.

Exercise 12.1

Exercise 12.2

- Pinte o que o aluno deve levar para a escola dizendo o nome de cada objeto em inglês.
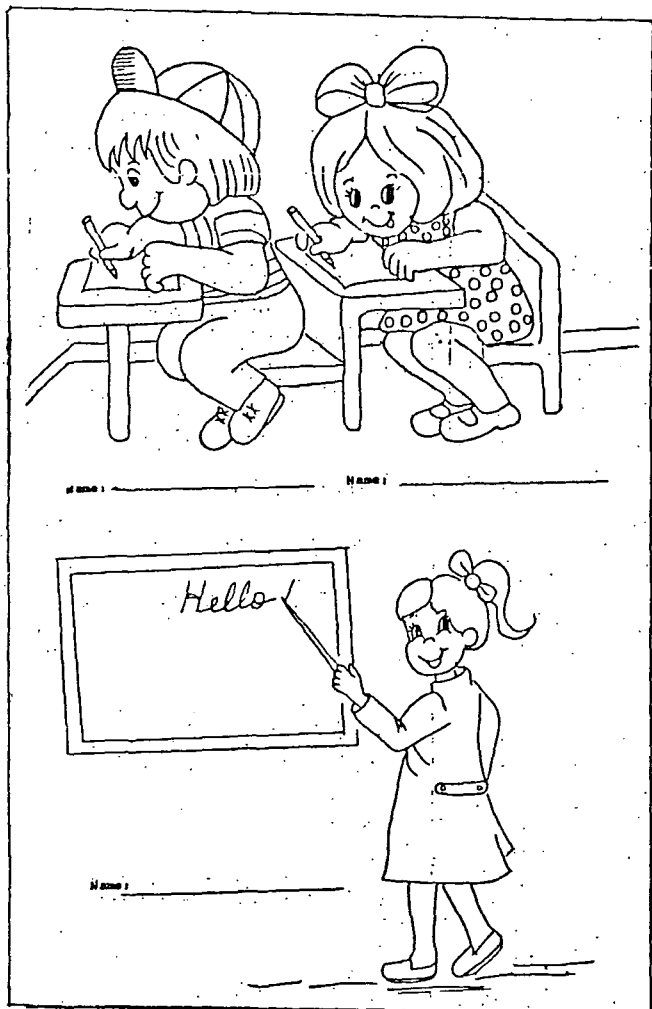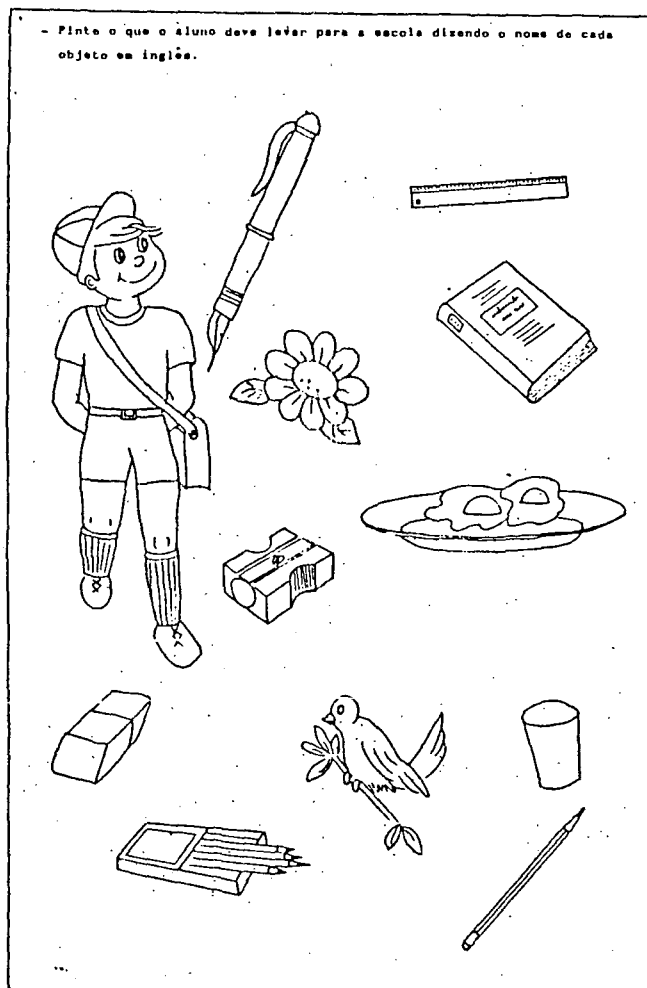
5.5   UNITS PROPOSED FOR THE SECOND GRADE

The second grade is an expansion of the first grade. One can notice that many of the concepts, topics and functions coincide and that more structures and lexical items within the same concepts, topics and functions are presented. In this section, linguistic commentary is restricted to new elements, while a teaching commentary is included only when similar activities have not been suggested before.

These are the units proposed for the second grade:

Unit 1   - The family.

Unit 2   - Colours, shapes and sizes.

Unit 3   - Animals.

Unit 4   - Numbers (0 to 100).

Unit 5   - At home.

Unit 6   - Clothes.

Unit 7   - The body.

Unit 8   - A birthday party (revison of food and tableware).

Unit 9   - Toys.

Unit 10 - Greetings and saying goodbye.

Unit 11 - Personal identification.

Unit 12 - Introducing people formally and informally.

5.3.1 UNIT 1 - The family.

1.1 <u>Semantic demands on the learners</u>

1.1.1 Topic:

- the family.

1.1.2 Concepts:

- family relationships.

- possession.

- quantity.

1.1.3 Functions:

- identifying the elements of a family.

- describing their families.

- asking and talking about possessions.

- asking and talking about quantity.

- asking for and giving names.

- identifying themselves.

1.2 Linguistic forms

1.2.1 Structures:

- reinforced:

1.	- What's	your his her	name?
	- My His Her	name is	
2.	- What's	my your his her	........'s name?
	- It's		
	- His Her	name is	
3.	- What are their names?		
	- They are .... and		
4.	- Is	your his her	........'s name X?
	- Yes, it is. / No, it isn't.		
5.	- Have you got any ....?		
	- Yes, I have. / No, I haven't.		

6.	- How many .... have you got?
	- I've got ....
7.	- X is Y's ....

- presented for the first time:

8.	- What's X's ....'s name?
	- It's ....
	- | His | name is ....
	| Her |
9.	- Who's X's ....?
	- | He's | ....
	| She's |

1.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb be (3rd person singular) - positive, negative, interrogative.

2. have got - positive, negative, interrogative.

3. question words: what? | how many? | who?

4. personal pronouns: I, you, it, they.

5. possessive adjectives: my, your, his, her, their.

6. cardinal numbers.

7. genitive: apostrophe with proper names.

apostrophe with common nouns.

1.2.3 Linguistic commentary

In structure 8, the occurrence of the possessive genitive with common nouns is a known element, but it is the first time that the nominal group forming the subject of the sentence presents a possessive.

In structure 9 the wh word **who** asks for the predication of the subject. In fact, structures 8 and 9 request the same answer. The point to be stressed here is that there are different ways of asking for the same kind of information.

1.2.4 Lexical items and expressions:

- mother (mummy), father (daddy), grandfather (grandpa), grandmother (granny), brother, sister, baby brother, baby sister, baby, uncle, aunt, son, daughter.

1.2.5 Linguistic commentary

More family relationships are presented here. One hopes that having the concept of **brother** and **sister** clearly established in their minds, students can understand the concepts of **daughter** and **son** now.

1.3 Teaching commentary

1.3.1 Exercises similar to the ones presented in the first grade can be produced, but this time other elements of the family can appear (refer to exercise 1.1, page 158) and larger family trees can be used (refer to exercise 1.2, page 158).

1.3.2 Teachers can distribute sheets of paper with pictures of the members of a family. They describe the family to the students while they look at it carefully (refer to exercise 1.3, page 159). Teachers say: 'This is Little Dracula's family. Joyce is his mother and Ernest is his father. Molly is Little Dracula's grandmother and George is his grandfather. Jack is his father and Lily is his sister. They are very happy'.

As a follow up teachers give instructions related to the family mentioned to be followed by the students:

1. Link Little Dracula's father and his mother.

2. Draw a circle around Little Dracula's brother.

3. Colour his sister in yellow.

4. Draw a rectangle around his grandmother.

5. Colour his grandfather in blue.

Questions can be asked afterwards:

- Who's Joyce?

What's Little Dracula's sister's name?

etc.

1.3.3 This unit can be covered in approximately four classes of thirty minutes each.

Exercise 1.1

Exercise 1.2

Complete a árvore desenhando pessoas de sua família.
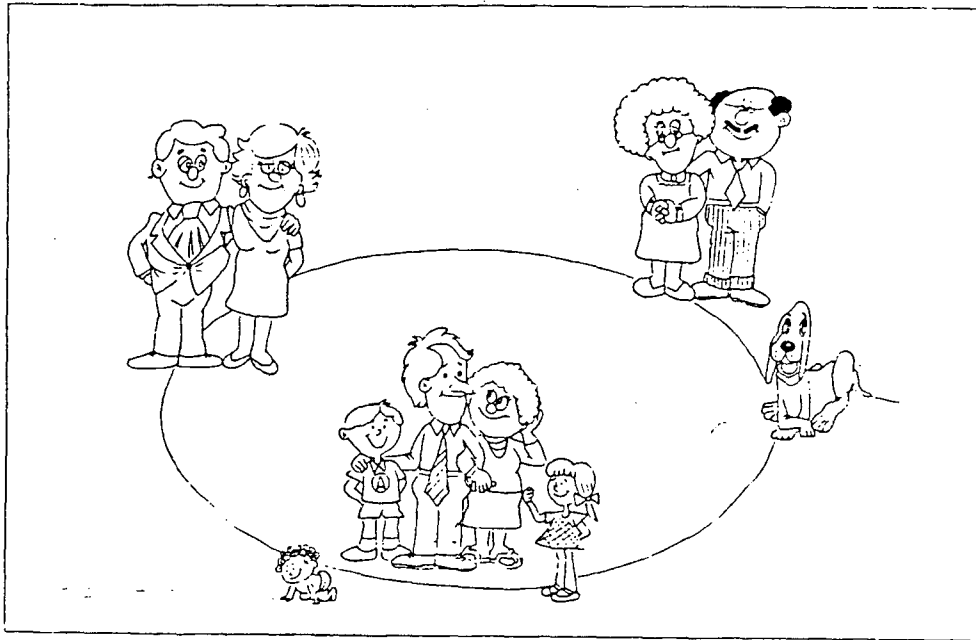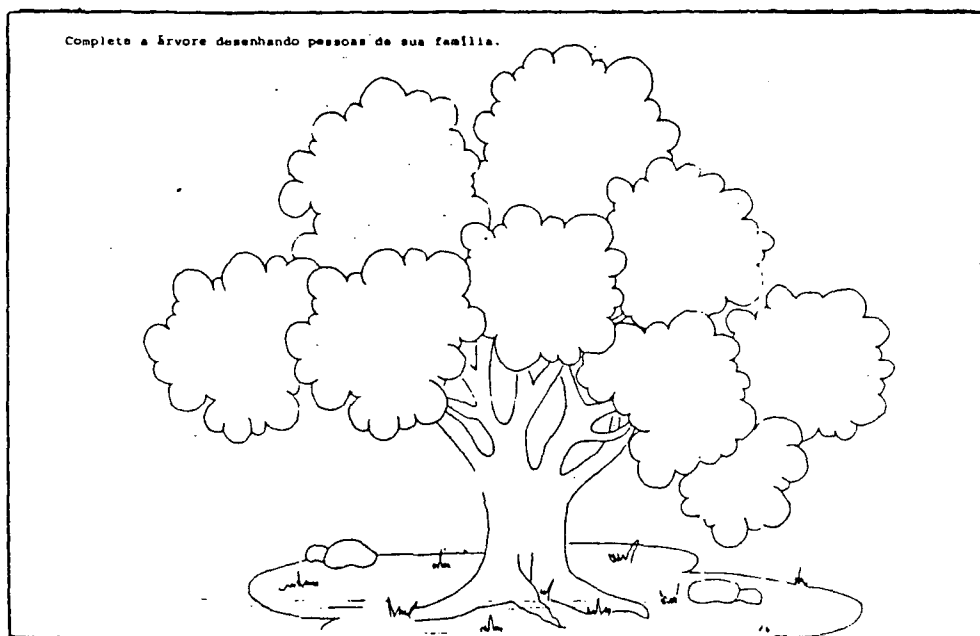
Exercise 1.3
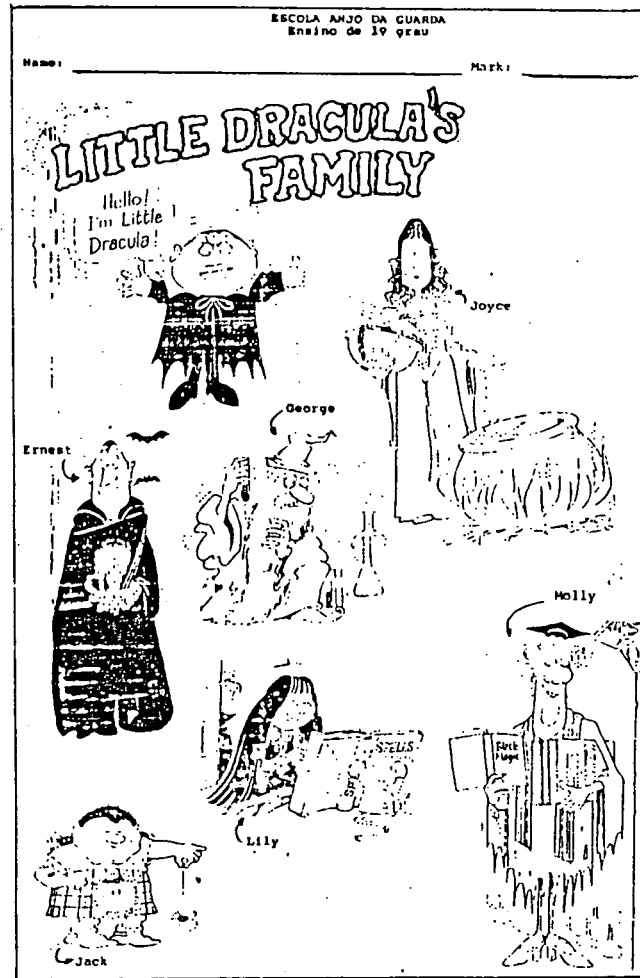
5.3.2 UNIT 2 - Colours, shapes and sizes.

2.1 Semantic demands on the learners

2.1.1 Topic:

- colour.

2.1.2 Concept:

- colour.

2.1.3 Functions:

- asking and talking about colours.

- asking and talking about likes and dislikes.

- expressing preferences.

2.2 Linguistic forms

2.2.1 Structures:

- reinforced:

1.	- What colour is	this that	?
	- It's		
2.	- What colours do you like?		
	- I like .... and		
3.	- Do you like ....?		
	- Yes, I do. / No, I don't.		

4.	- Which colour do you prefer?		
	- I prefer		
5.	- What colour is	my	...?
		your	
		his	
		her	
	- It's		

2.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. present simple tense: verbs **like** and **prefer** (1st and 2nd persons singular) - positive, negative and interrogative with auxiliary verb **do.**

3. question words: what? / which?

4. personal pronouns: I, you, it.

5. demonstrative pronouns: this, that.

6. possessive adjectives: all persons singular.

2.2.3 Lexical items and expressions:

- colour.

- red, blue, green, yellow, black, white, pink, brown, orange, grey, beige.

- like, prefer.

2.2.4 Linguistic commentary

The words light and **dark** are introduced here to demonstrate to the students how gradation within the same colour is worked with in English. It may not cause any difficulty since Portuguese and English follow the same procedure in this respect.

2.3 Teaching commentary

2.3.1 Students can be asked to draw a rainbow using the colours they have learned. Their rainbows can be stuck on the walls of the classrooms.

2.3.2 Following Newton's idea students can produce discs having the different colours on them so that whenever they turn them round quickly they can see the colour **white.**

2.4 Semantic demands on the learners

2.4.1 Topic:

- shapes.

2.4.2 Concept:

    - basic geometrical shapes.

2.4.3 Functions:

    - asking and talking about shapes.

2.5 <u>Linguistic forms</u>

2.5.1 Structures:

    - reinforced:

1.	- What's | this | ? | that | - It's a ....
2.	- Is it a .... or a ...? - It's a ....
3.	- Show me a ....
4.	- Do you know anything which is a ...? - Yes, I do. / No, I don't. - Yes. | A | .... It's a ... when you draw it | an |

2.5.2 Parts of the grammatical system in focus:

    1. present simple tense: verb **be** (3rd person

        singular) - positive, negative and interrogative.

    2. present simple tense: verb **know** (1st and 2nd

persons singular) - positive and interrogative with auxiliary verb **do.**

3. imperative (infinitive without to): verb **show.**

4. question word: what?

5. personal pronouns: I, you, it.

6. demonstrative pronouns: this, that.

7. object pronouns: me, it.

8. indefinite articles: a (n).

9. pronouns: anything, which.

10. subordinator: when.

2.5.3 Lexical items and expressions:

- shape, circle, triangle, rectangle, square.

- draw, show, know.

- inside.

2.6 Teaching commentary

2.6.1 Students can be asked to draw something that they have already learned in English using only the four basic geometrical shapes they have dealt with in this unit.

2.7 Semantic demands on the learners

2.7.1 Topic:

- sizes.

2.7.3 Function:

- asking and talking about sizes.

2.8 Linguistic forms

2.8.1 Structures:

- presented for the first time:

1.	- Is	this	...	big or small?
		that		
	Are	these	...	
		those		
	- It's		....	
	They're			

2.8.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person
   singular and 3rd person plural) - positive
   and interrogative.

2. personal pronouns: it, they.

3. demonstrative pronouns: this, that, these, those.

4. conjunction: or.

2.8.3 Linguistic commentary

The structure presented here deals with **verb be** in
the singular or plural form + **subject** formed of

demonstrative pronouns in the singular or plural forms +

noun followed by **complement** formed of two adjectives

(**big** and **small**) which have got the conjunction **or** between

them to offer the possibility of choosing between the

two alternatives when answering the question.

In the answer to the question the **subject**

(demonstrative pronoun in the singular or plural form +

noun) is substituted by the personal pronouns **it** or **they**

depending whether the subject in the question was in the

singular or plural form. The personal pronouns work as

anaphoric reference to the subject in the question. The

subject is followed by the **verb** in the contracted form and

one of the adjectives as **subject complement.**

Although this combination is new, all the elements

are known by the students.

2.8.4 Lexical items and expressions:

    - big, small.

2.9   Teaching commentary

2.9.1 Teachers can have sets of circles, triangles,

rectangles and squares in different colours and in two

different sizes: big and small. All the cards can be

displayed on a table. Teachers describe one of them to

the class (e.g."I'm thinking about a big red triangle")
and students are asked to come to the table, pick up the
card which corresponds to the description and show it
to the class saying "This is the big red triangle".

2.9.2 . This unit can be covered . in approximately
two classes of thirty minutes each since the students
would be dealing with semantic demands and linguistic
forms which they have already worked with in the first
grade.

5.3.3 UNIT 3 – Animals

3.1 <u>Semantic demands on the learners</u>

3.1.1 Topic:

- animals.

3.1.2 Concepts:

- wild and domestic animals.

- quantity.

- colour.

- size.

3.1.3 Functions:

- possession.

- asking and talking about animals.

- asking and talking about possessions.

- asking and talking about colours, size and

  quantity.

- expressing likes and dislikes.

- expressing preferences.

3.1.4 Linguistic commentary

Having dealt with pets which are usually domestic

animals, the contrast between wild and domestic animals

is now established. Students have already dealt with this distinction in science and therefore the concepts are just reinforced here.

3.2 Linguistic forms

3.2.1 Structures:

- reinforced:

1.	- What's this | that ? - It's a ....
2.	- Which animal is this? - It's a ....
3.	- What colour is my / your / his / her / this / that ....? - It's ....
4.	- Is it **big** or **small**? - It's ....
5.	- Which animals can you see here? - I can see a ...., a .... and a ....
6.	- Have you got a ..... at home? - Yes, I have. / No, I haven't.

7.	- How many ..... have you got? - I've got ....
8.	- How many ..... can you see here? - I can see ....
9.	- Do you like? - Yes, I do. /No, I don't.
10.	- Which animals do you like? - I like the ..... and the .....
11.	- Which animal do you prefer? - I prefer the ....
12.	- Which animal do you prefer: the ..... or the ....? - I prefer the ....

3.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

    singular) - positive and interrogative.

2. have got - positive, negative, interrogative.

3. present simple tense: verbs **like** and **prefer**

    (1st and 2nd persons singular) - positive,

    negative and interrogative with auxiliary

    verb **do**.

4. verb **can** used with verb of perception **see**.

5. question words: what? / how many? / which?

6. personal pronouns: I, you, it.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, that.

9. definite article: the.

10. indefinite article: a (n).

11. cardinal numbers.

3.2.3 Lexical items and expressions:

- bird, tortoise, cat, dog, parrot,

  horse, giraffe, monkey, lion,

  tiger, zebra, cow, hen, rabbit,

  pig, mouse, elephant.

- big, small.

3.2.4 Linguistic commentary

As with the pets, other animals can be included
here according to the students' interest.

3.3 Teaching commentary

3.3.1 A visit to a zoo where students can see a lot of
the animals presented in class is very motivating and
useful as long as teachers explore the semantic demands
on the learners as well as the linguistic forms
suggested. As a follow up to the visit, students can be
asked to stick visuals or draw on a farm the animals

they have seen there and know how to say in English
(refer to exercise 3.1, page 173).

3.3.2 If it is not possible to go to a zoo, teachers can
pretend to have the animals coming from the zoo to visit
the students. A bus can be drawn on the blackboard and
visuals of different animals are stuck on its windows.

3.3.3 Guessing games present a challenge for the
students. Using the vocabulary known, teachers describe
different animals (e.g. "It's big and grey. Which animal
is it?) and students have to guess the answer ("It's an
elephant").

3.3.4 To make students think about the animals and how
they are called in English, an exercise similar to
exercise 3.2, page 173, can be used as homework.

3.3.5 This unit can be covered in approximately
five classes of thirty minutes each.
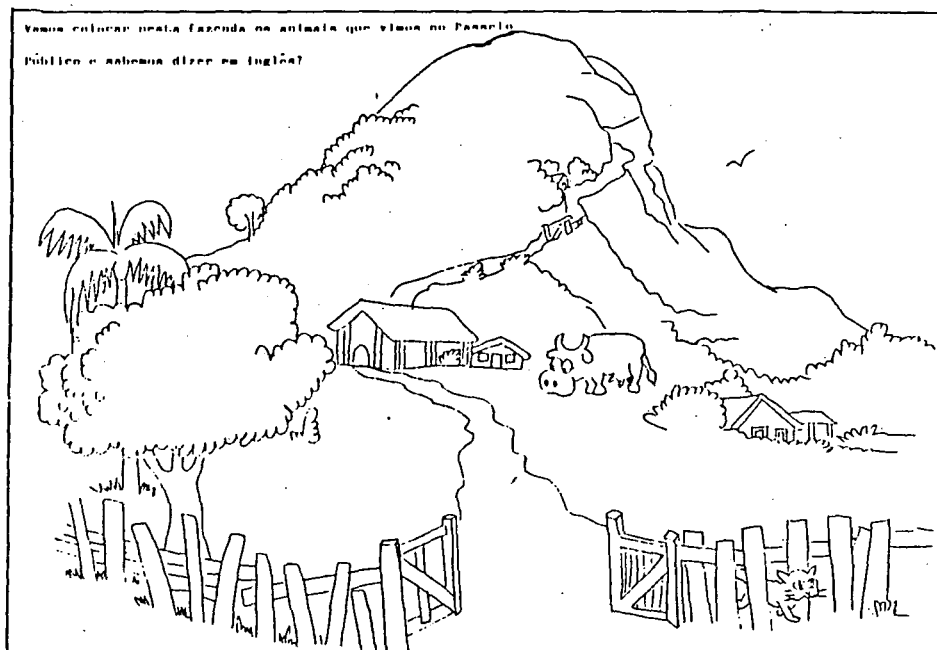
Exercise 3.1

Exercise 3.2
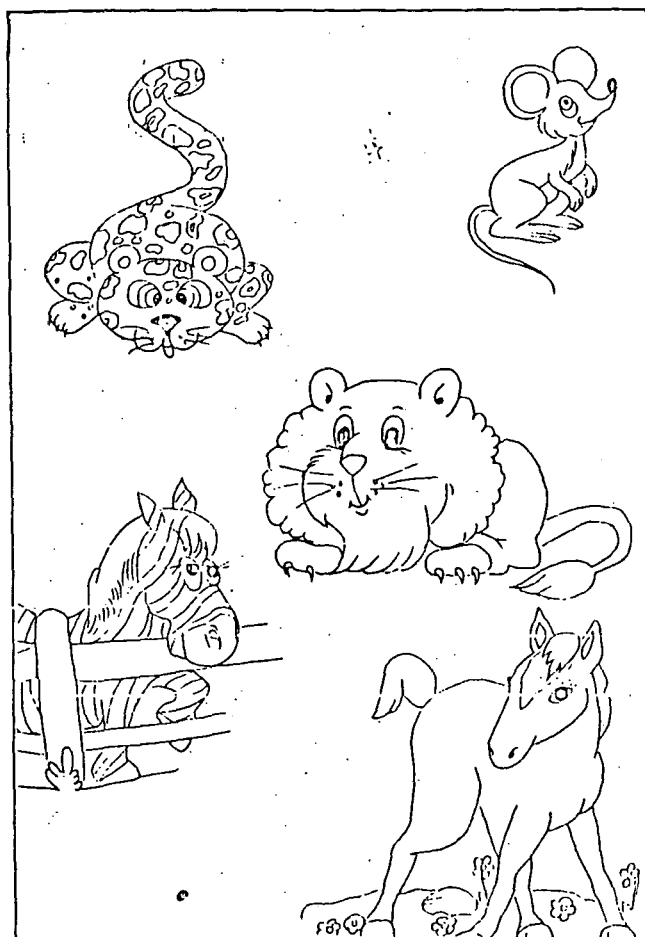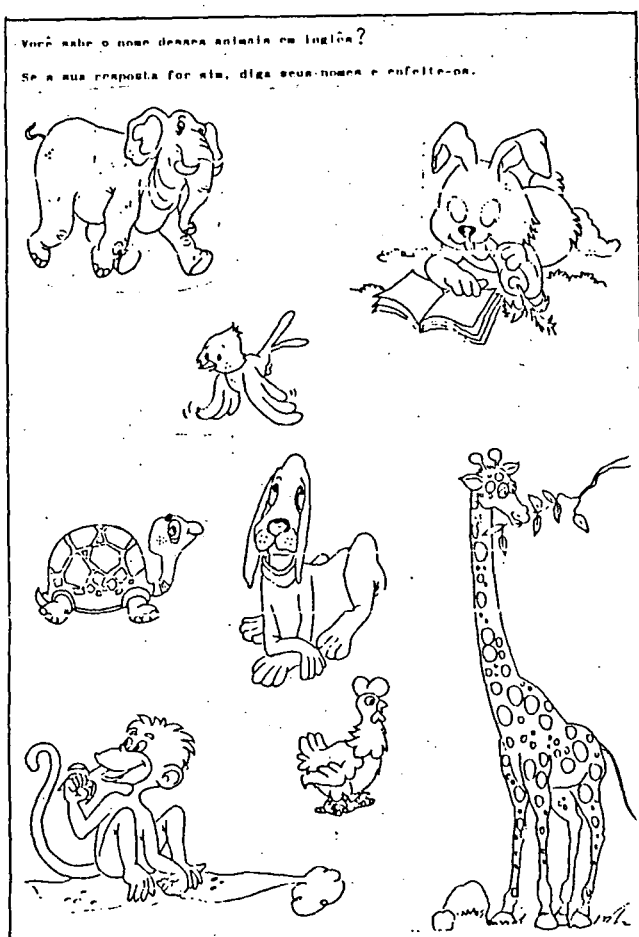
5.3.4 UNIT 4 - Numbers (1 to 100)

4.1 Semantic demands on the learner

4.1.1 Topic:

- numbers.

4.1.2 Concepts:

- number.

- quantity.

- plurality.

- after, before.

- age.

4.1.3 Functions:

- asking for and saying numbers.

- asking people's age.

- stating one's age.

- asking and talking about telephone numbers.

4.1.4 Linguistic commentary

Apart from expanding the use of numbers in mathematics teaching, other contexts in which the knowledge of numbers is required are presented.

4.2 Linguistic forms

4.2.1 Structures:

- reinforced:

1.	-	Which	number	is	this	?
		What			that	
	- It's number					

2.	- Is it number ....?
	- Yes, it is, / No, it isn't.

3.	- What number comes	before	...?
		after	
	- Number		

4.	- How many ...... can you see here?
	- I can see ....

5.	- How many	have	you	got?
		has	he	
			she	

- I've | got ....
  He's |
  She's |

- I   haven't | got ....
  He hasn't |
  She |

6.	- What's	my	telephone number?
		your	
		his	
		her	
	- It's		

4.2.2   Parts of the grammatical system in focus:

1.   present simple tense: verb **be** (singular) - positive, negative and interrogative.

2.   present simple tense: verb **come** (3rd person singular) - positive and interrogative with auxiliary verbe **do**.

3.   have got - positive, negative, interrogative.

4.   **can** used with verb of perception **see**.

5.   question words: what? / how many? / which?

6.   personal pronouns: all persons singular.

7.   possessive adjectives: all persons singular.

8.   demonstrative pronouns: this   that.

9.   prepositions: after, before.

10. cardinal numbers: 0 to 100.

11. adverb of place: here.

4.2.3   Lexical items and expressions:

- numbers: 0 to 100.

- telephone number.

- How old

are	you	?
is	he	
	she	

- I'm | .... years old.

  He's

  She's

4.2.4   Linguistic commentary

The expressions used to talk about age are taken holistically and not as structures formed of different components. Being completely different from the expression: which are equivalent in meaning in Portuguese, they may cause difficulty to the students. Formal explanations are to be avoided.

4.3   Teaching commentary

4.3.1   To introduce the new numbers and revise the ones which the students have already learned, the following story can be told: "I was going to my friend's house the other day when I suddenly saw a very nice street. It was called Numbers' Street.[1.] I could hear a lot of noise coming from one of the houses and I decided to go there. There were some children playing and I talked to one of them. He told me that they all lived in the same house. It was a beautiful red house. [2] The children were very nice and their names were 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.[3] Next to their house there was a blue house with a label on it. It said "Teen".[4] I decided to go there too. I knocked at the door and an adolescent came to me and said "Welcome to the Teen family. Teen is our surname and we live here because we do not like very

young children nor old people. Our names are 13, 14, 15, 16, 17, 18 and 19".[5] I was surprised. I thanked him for his explanations and went to another house which was next to them. It was the house of the "Ty" family. It had a label on it and it was painted green.[6] Some people came to the door and they were all holding canes. Their names were 20, 30, 40, 50, 60, 70, 80 and 90.[7] I said hello to them and decided to cross the street to get to know who lived there. They all shouted: "No, don't do this!" I stopped and asked why I shouldn't cross the street. Their answer was that in that big white house on the other side of the street lived a very, very old man who was so angry that he lived alone. His name was 100.[8] I then decided not to go to the other side of the street and asked the old people if they never played together with their neighbours. One of them told me that they used to go for a walk with some of the children sometimes, but never with the teenagers. For example, 20 could go for a walk with 1 and then they would hold hands and become 21, or 30 could go for a walk with 3 and they would hold hands and become 33. I was very glad to hear about that. I enjoyed my visit to the Numbers' Street very much and I intend to go there again very soon".

[1]Teachers put a label with the name of the street

on the blackboard.

[2]Teachers draw the red house on the blackboard.

[3]Teachers write the numbers in figures inside the red house.

[4]Teachers draw a blue house next to the red house and stick a label on it saying "TEEN".

[5]Teachers write the numbers in figures inside the house.

[6]Teachers draw a green house next to the blue house and stick a label on it saying "TY".

[7]Teachers write the numbers in figures and they also draw a person holding a "cane" (the "y")

[8]Teachers draw a big white house on the other side of the street and stick a label " A HUNDRED". They also write 100 in figures inside the house.

4.3.2 As a follow up for the story teachers can clean the houses and ask different students to come to the blackboard and write a certain number in the correct house. They can then receive "the photo" of the Numbers' Street to be completed at home (refer to exercise 4.1, page 180).

4.3.3 A bingo with numbers can be very motivating.

Teachers have to give very clear instructions in the beginning of the activity to make sure that communication is established in the foreign language. Expressions like "I've got it" and "I haven't got it" will be frequently used and therefore need to be emphasized before the beginning of the game. Teachers can either distribute cards with different numbers or ask the students to produce their own cards with five numbers on them. The numbers are coloured when the teacher 'calls them out. The first student to colour all the numbers says "bingo!" and wins the game.

4.3.4   This unit can be covered in approximately four classes of thirty minutes each.

Exercise 4.1
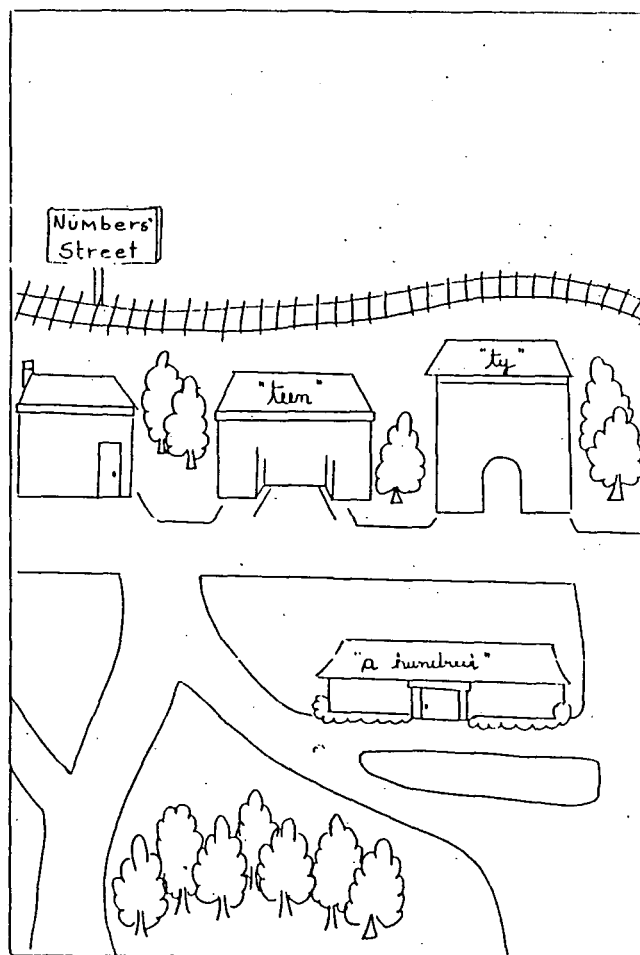
5.3.5 UNIT 5 - At home

5.1 Semantic demands on the learners

5.1.1 Topic:

- at home.

5.1.2 Concepts:

- room.

- furniture.

- physical space.

- colour.

- quantity.

- possession.

5.1.3 Functions:

- asking and talking about the rooms of a house.

- asking and talking about colours and quantity.

- expressing likes and dislikes.

- asking and talking about possessions.

5.1.4 Linguistic commentary·

Having dealt with the rooms of a house previously, each room is now studied in detail and with the introduction of different pieces of furniture the lexical items are expanded.

5.2 Linguistic forms

5.2.1 Structures:

- reinforced:

1.	- What can you see in the ....? - In the ... I can see ... and ... - In the ... I can see a..., an ... and ..
2.	- What is this / that ? - It's a ....
3.	- What are these / those ? - They are ....
4.	- What colour is the ...? - It's ....
5.	- How many...s are there in this / that / my / your / his / her house? - There are .... - There is one.
6.	- Is there a ... in the ...? - Yes, there is. / No, there ins't.

7.
- Are there any ... in the ...?
- Yes, there are. / No, there aren't.

8.
- Do you like my ...?
- Yes, I do. / No, I don't.

- presented for the first time:

9.
- What is there in the ...?
- In the ... there is a ..., an .....
...... and a ....
- In the ... there are ..., ... and ...

5.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular and 3rd person plural) - positive and interrogative.

2. present simple tense: verb **like** (1st and 2nd persons singular) - positive, negative, interrogative with auxiliary verb **do**.

3. there is / there are - positive, negative, interrogative.

4. **can** used with verb of perception **see.**

5. question words: what? / how many?

6. personal pronouns: I, it, they.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, that, these, those.

9. definite article: the.

10. indefinite article : a (n).

11. preposition of place: in.

5.2.3 Linguistic commentary

In structure 9 the expression **there is** is used in the interrogative form preceded by the question word **what** and followed by a place adverbial in the question. In the answer to it the expression appears both in the singular and plural forms. It is a very productive structure since it is frequently used in descriptions.

5.2.4 Lexical items and expressions:

- sitting-room: carpet, armchair, sofa, lamp, television.

- dining-room: chair , table.

- kitchen: fridge, cooker, cupboard, sink.

- bedroom: bed, wardrobe, dressing-table, bedside table.

- bathroom: shower, bath, toilet, washbasin.

5.2.5 Linguistic commentary

Other lexical items can be introduced according to the students' interests.

If there is a preference for American English, **t.v.** will be used instead of **tele**, **stove** will be used instead of **cooker** and **sink** will be used instead of the word **washbasin**.

5.3 Teaching commentary

5.3.1 A wooden house with the different rooms and the pieces of furniture is very useful and motivating for the students when presenting this unit.

5.3.2 Teachers can put the pieces of furniture in the wrong rooms of the house and pretend that they have got a crazy house. Students are encourage to say what is wrong with the house.

5.3.3 Students can be asked to colour the different pieces of furniture as they are presented to them. When all the pieces of furniture have been introduced, then they are asked to cut them out and stick them in the appropriate rooms of the house while saying their names and the names of the rooms of the house in English (refer to exercises 5.1 and 5.2, page 186).

5.3.4 This unit can be covered in approximately eight classes of thirty minutes each.

Exercise 5.1

Vamos pintar aquilo que aprendemos e sabemos dizer em inglês!

Exercise 5.2

Vamos completar a casa usando os objetos da página anterior.

Não esqueça de dizer o nome dos objetos e das partes da casa em inglês.
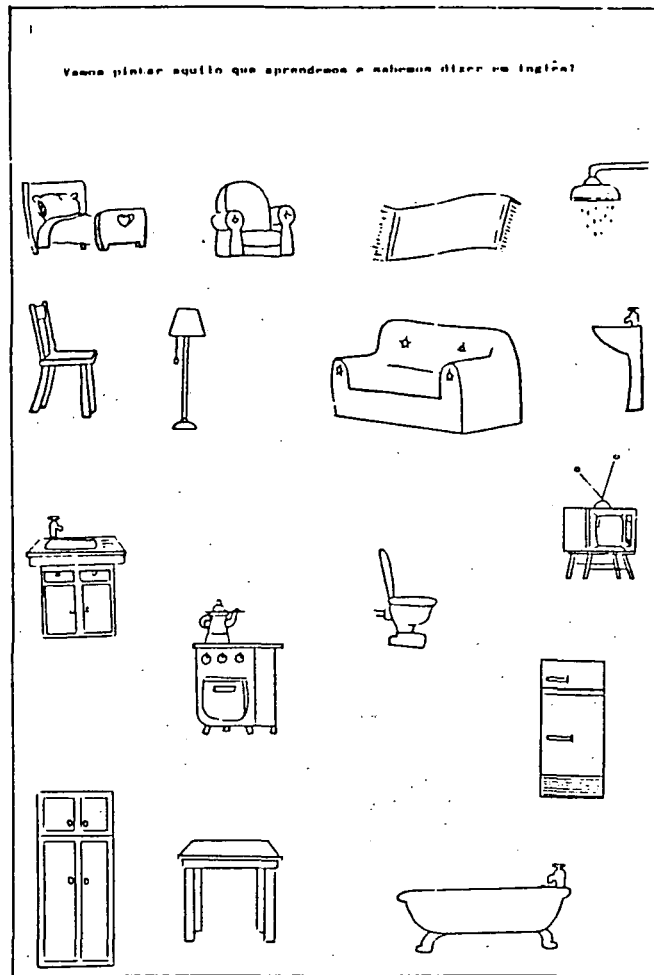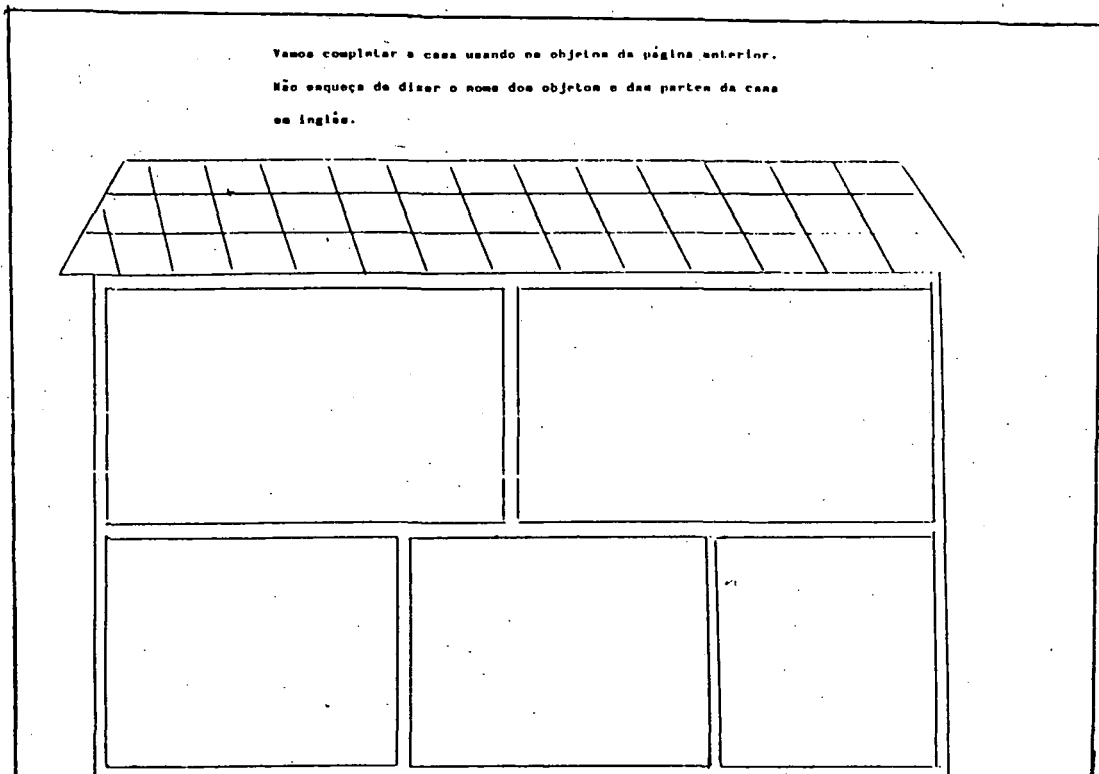
5.3.6 **UNIT 6 - Clothes**

6.1 <u>Semantic demands on the learners</u>

6.1.1 Topic:

- clothes.

6.1.2 Concepts:

- clothes.

- quantity.

- colour.

- possession.

6.1.3 Functions:

- asking and talking about clothes.

- asking and talking about quantity and colours.

- asking and talking about possessions.

- expressing opinions.

6.1.4 Linguistic commentary

This topic is introduced here for the first time. It stresses the relationship between the students and their environment as well as the relationship between the students and themselves.

6.2 Linguistic forms

6.2.1 Structures:

- reinforced:

1.	- What's | this | ? | that | - It's | a | .... | an
2.	- What are | these | ? | those | - They are ....
3.	- What colour | is | my | ....? | are | your | | his | | her | €̶ It's .... - They are ....
4.	- Have you got a ....? - Yes, I have. / No, I haven't.
5.	- How many ..... | have | you | got? | has | he | | she | - | I've | got .... | He's | | She's |

- presented for the first time:

6.	- What	are you	wearing?
		is she	
		he	
	- I'm	wearing	a . . . .
	She's		an
	He's		

6.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (all persons

   singular + they) - positive, interrogative.

2. have got - positive, negative, interrogative.

3. present continuous tense (**be** + wearing) -

   positive, interrogative.

4. questions word: what?

5. personal pronouns: all persons singular + they.

6. possessive adjectives: all persons singular.

7. demonstrative pronouns: this, that, these, those.

8. indefinite article : a (n).

6.2.3 Linguistic commentary

Structure number 6 presents for the first time a

progressive form (**be** + **V** + **ing**) with a transitive verb.

The question is formed of **wh element** + **be** + **subject** + **V** +

ing while the answer to it is formed of **subject + be + V**

+ ing + direct object formed of **article + noun.**

6.2.4   Lexical items and expressions:

- clothes.

- hat, dress, coat, socks, track suit, shirt, skirt,

  pants (for women) jeans, trousers (for men),

  pullover, jacket, blouse, knickers, bra, underpants.

- shoes, sandals, trainers.

- how | nice | !
       | ugly |
       | beautiful |

6.2.5   Linguistic commentary

The lexical items have to be related to the students'

interests and needs. If necessary, they can be substituted.

If there is a preference for American English **pants**

can be used for both **trousers** and **pants** and **panties** can be used

instead of **knickers.**

The expressions **how nice, how ugly** and **how beautiful**

are introduced to make it possible for the students to

express their opinions.

6.3 Teaching commentary

6.3.1 The word clothes /klaʊðz / is usually mispronounced. Teachers have to be very careful about this.

6.2.3 Realia can be the main source of material for the presentation of this unit. Students can be asked to colour different clothes and say their names in English as they are presented to them (refer to exercise 6.1, page 192). When all the clothes are known by the students, they can cut them out and stick them on a clothes line (refer to exercise 6.2, page 192).

6.3.3 Teachers can have two paper dolls - a boy and a girl. They can be plastic covered so that different clothes can be stuck on their bodies. An exercise in which students have to number the clothes according to their owners while saying the name of the clothes in English can be used as a follow up for this activity (refer to exercise 6.3, page 193). Another alternative is an exercise in which students are asked to dress a boy and a girl while saying the names of their clothes in English (refer to exercise 6.4, page 193).

6.3.4 This unit can be covered in approximately seven classes of thirty minutes each.

Exercise 6.1

Que tal colorir aquilo que sabemos dizer em inglês?

Exercise 6.2

Vamos pendurar as roupas da página anterior no varal dizendo o nome delas em inglês?

Exercise 6.3

Exercise 6.4

5.3.7 Unit 7 - The body

7.1 Semantic demands on the learners

7.1.1 Topic:

- the body.

7.1.2 Concepts:

- parts of the body.

- quantity.

- colour.

- possession.

7.1.3 Functions:

- asking and talking about the parts of the body.

- asking and talking about possessions.

- asking and talking about quantity and colour.

7.2 Linguistic forms

7.2.1 Structures:

- reinforced:

1.	- What	's	this	?
			that	
		are	these	?
			those	

	- It's	my	. . . .
	They're	your	
		a	
		the	
2.	- Show me	my	. . . .
	Point to	your	
	Touch	his	
		her	
3.	- What's missing?		
	- A	. . . .	is missing.
	An		
	The		
4.	- Have you got . . . . ?		
	- Yes, I have. / No, I haven't.		
5.	- How many . . . . have you got?		
	- I've got		

- presented for the first time:

6.	- Which part of the body is it?		
	- It's	my	. . . .
		your	
		the	

7.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

   singular and 3rd person plural) - positive,

interrogative.

2. present continuous tense (be + missing).

3. imperative (infinitive without to): verbs **show, point, touch.**

4. have got - positive, negative, interrogative.

5. question words: what? / how many? / which?

6. personal pronouns: I, you, it, they.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, that, these, those.

9. definitive article: the.

10. indefinite article : a (n).

7.2.3 Linguistic commentary

Structure number 6 presents the wh word **which** followed by the expression **part of the body + be + subject** <u>it</u>. It looks for a subject complement which is the new information in the answer to the question.

7.2.4 Lexical items and expressions:

- eyes, nose, ears, cheeks, chin, hair, tongue, lips, tooth/teeth, hands, foot/feet, legs, arms, face, head, neck, body.

7.2.5 Linguistic commentary

The lexical items selected here are part of the science programme and students will have the opportunity to deal with them in English.

7.3 Teaching commentary

7.3.1 The production of flaps presenting the different parts of the body one at a time helps to establish motivation amongst the students.

7.3.2 Teachers can have some physical exercises with the students. Clear instructions such as "touch your feet" have to be given. Since space is needed, it may be useful to take the students outside the class.

7.3.3 Having the picture of two naked people to be dressed and coloured according to the instructions given by the teacher can help in the revision and consolidation of the previous unit and this unit (refer to exercise 7.1, page 198).

7.3.4 To deal with the "what's missing?" structure, some pictures with missing elements can be selected and put together on a sheet of paper so that teachers can ask questions about them (refer to exercise 7.2, page 198).

7.3.5 This unit can be covered in approximately five classes of thirty minutes each.

Exercise 7.1
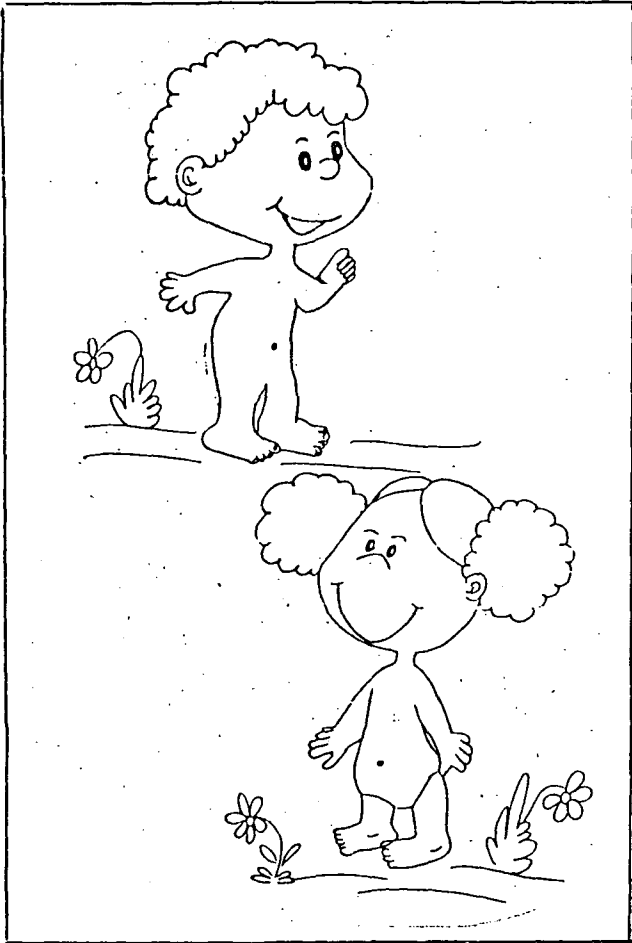
Exercise 7.2
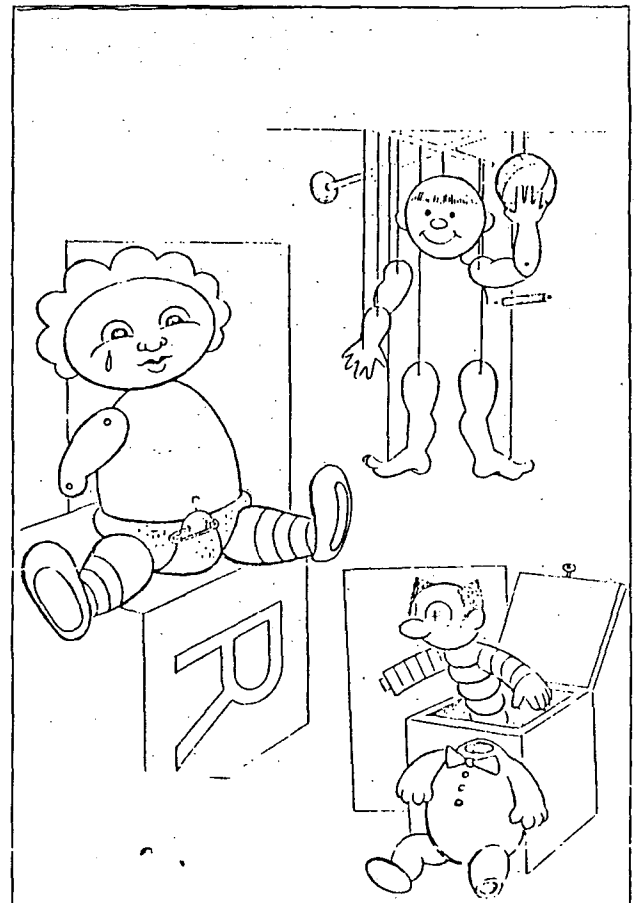
5.3.8 UNIT 8 - A birthday party

8.1 <u>Semantic demands on the learners</u>

8.1.1 Topic:

- a birthday party.

8.1.2 Concepts:

- food.

- vegetables.

- fruit.

- colour.

- quantity.

- age.

- number.

- money.

- possession.

8.1.3 Functions:

- naming food.

- asking and talking about food.

- asking and talking about colours.

- asking and talking about quantity.

- describe pictures.

- asking and talking about likes and dislikes.

- asking and talking about possessions.

- expressing preferences.

- asking and talking about prices.

- accepting and refusing.

- asking and talking about habitual actions.

- asking people's ages.

- stating one's age.

- thanking people.

8.1.4 Linguistic commentary

To revise the concepts and functions presented in unit 7, first grade, a wider topic is chosen. This topic is very closely related to the student's reality.

8.2 Linguistic forms

8.2.1 Structures:

- reinforced

1.	- What's	this / that	?		
	- It's	a / an	....		
2.	- Is it	a / an	..... or	a / an	.......?
	- It's	a / an	....		

3.	- What colour is | this | ? | that | - It's ....
4.	- What colour are the ....? - They're ....
5.	- What colour | is | my | ....? | | your | | are | his | | | her | - | It's | .... | They're |
6.	- How many ..... can you see here? - I can see ....
7.	- What can you see in this picture? - I can see ....
8.	- Do you like ....? - Yes, I do. / No, I don't.
9.	- Have you got any ...... at home? - Yes, I have. / No, I haven't.
10.	- Which .... do you prefer? - I prefer the ....
11.	- I want to buy some .... - How much | is it | ? | are they | - It's | .... They're |

11.	- Would you like to have some ....? - Yes, please. - No, thanks.
12.	- Do you eat .... everyday? - Yes, I do. / No, I don't.
13.	- Are there any ...... on the table? - Yes, there are. / No, there aren't.

14.	- Is there	a an	.... on the table?
	- Yes, there is. / No, there isn't.		

16.	- How old	are is	you he she	?
	-	I'm He's She's	.... years old.	

8.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (singular and 3rd person plural) - positive, interrogative.

2. present simple tense: verbs **want, like, eat, prefer** (1st and 2nd persons singular) - positive, negative, interrogative with auxiliary verb **do.**

3. there is / there are - positive, negative, interrogative.

4. have got - positive, negative, interrogative.

5. modal verb **can** used with verb of perception **see**.

6. modal verb **would** (Would you like to + verb?).

7. question words: what? / which? / how many? / how much?.

8. personal pronouns: all persons singular + they.

9. possessive adjectives: all persons singular.

10. demonstrative pronouns: this, that.

11. definite article: the.

12. indefinite article: a (n).

13. quantifiers: some, any.

14. cardinal numbers.

8.2.3 Lexical items and expressions:

- food in general: rice, meat, egg.

- vegetables: lettuce, potato, beans, carrot.

- fruit: tomato, apple, banana, pear, grapes, orange, lemon, pineapple.

- to set the table: tablecloth, fork, knife, spoon, napkin, glass, plate.

- specially for the party: cake, balloons, candies, saltybits, sandwiches, candles, party.

- numbers.

- happy birthday.

- thank you very much.

- here's your present.

- thank you very much.

- please.

8.2.4 Linguistic commentary

The lexical items have to be in close relation to the students' environment. It may thus be necessary to introduce other items or to omit some of the items presented here depending on the group of students.

8.3. Teaching commentary

8.3.1 Teachers can pretend to have a birthday party in class. Two students (a boy and a girl) are selected and their classmates sing "happy birthday" to them (refer to appendix 2). Different students are encourage to ask them questions using the structures suggested. Teachers can set a table using realia and each student brings some food known in English. Presents can be given to the classmates who are having the birthday party. Students can then be asked to colour what is needed for a birthday party saying

the names of the things in English (refer to exercise
8.1, page 206). When the pictures are all coloured they can cut them
out and stick them on a birthday table (refer to exercise
8.2, page 206). If the birthday party is going to be a
lunch, students can prepare the same table using other sort
of food (refer to exercise 8.3, page 207).

8.3.2 This unit can be covered in approximately eight classes
of thirty minutes each.

Exercise 8.1

Pinte somente aquilo que você sabe dizer em inglês.
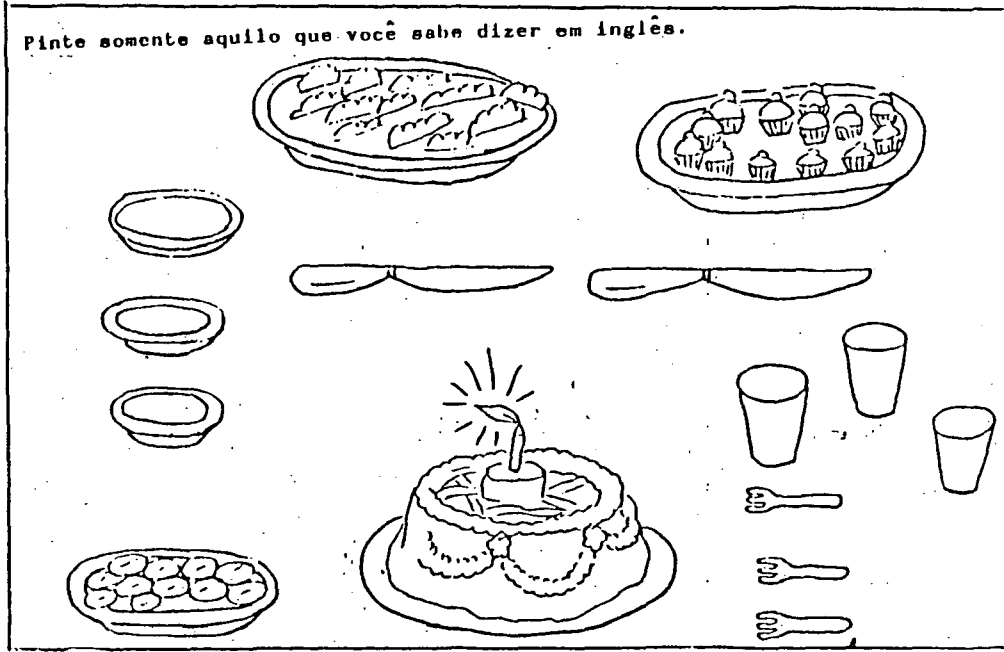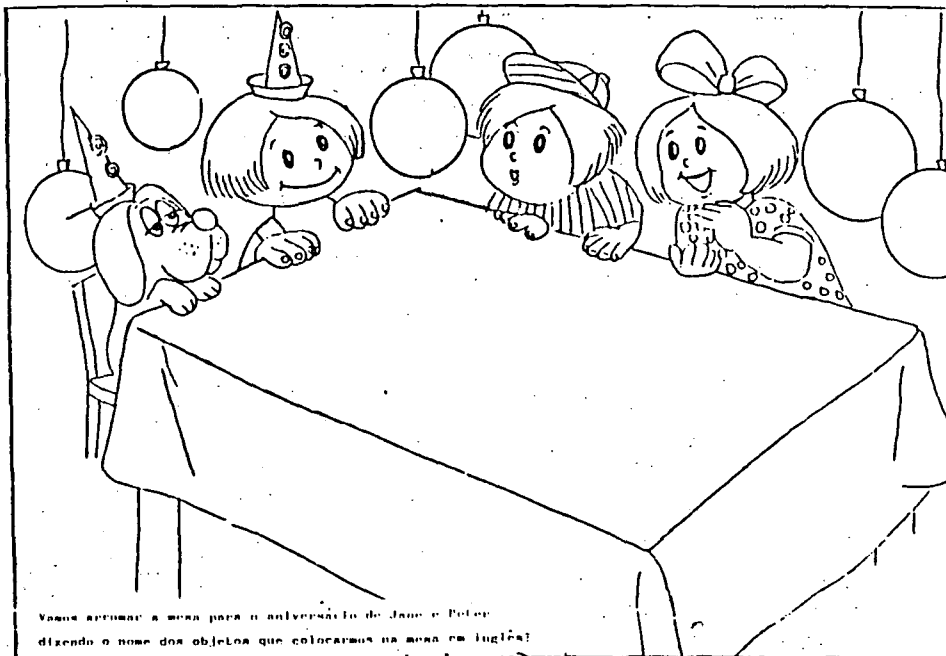
Exercise 8.2

Exercise 8.3

Você é capaz de colorir e dizer o nome desses alimentos em inglês?

5.3.9 UNIT 9 - Toys

9.1 Semantic demands on the learner

9.1.1 Topic:

- toys.

9.1.2 Concepts:

- toy .

- quantity.

- colour.

- possession.

9.1.3 Functions:

- asking and talking about toys.

- asking and talkings about likes and dislikes.

- expressing preferences.

- identifying possessions.

- thanking people.

- asking and talking about quantity and colour.

9.1.4 Linguistic commentary

Toys are part of the students' reality. Since they are usually given as birthday presents, the integration here with the previous unit is facilitated.

9.2 Linguistic forms

9.2.1 Structures:
- reinforced:

1.	- What's this / that ? - It's a / an ....
2.	- What are these / those ? - They are ....
3.	- Have you got a ....? - Yes, I have. / No, I haven't.
4.	- What colour is your / my / his / her ....? - It's ....
5.	- Do you like this / that / these / those ....? - Yes, I do. / No, I don't.
6.	- Which toy do you prefer? - I prefer the ....

9.	- How many .... can you see here?
	- I can see ....

10.	- How many	have you	got?
		has	he
			she

11.	-	I've	got ....
		He's	
		She's	

12.	- Whose .... is this?
	- It's X's.

9.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular and 3rd person plural) - positive and interrogative.

2. present simple tense: verbs **like** and **prefer** (1st and 2nd person singular) - positive, negative and interrogative with auxiliary verb **do**.

3. have got - positive, negative, interrogative.

4. **can** used with verb of perception **see**.

5. question words: what? / which? / how many? / whose?

6. personal pronouns: all persons singular + they.

7. possessive adjectives: all persons singular.

8. demonstrative pronouns: this, that, these, those.

9. definite article: the.

10. indefinite article : a (n).

11. genitive: apostrophe with proper nouns.

12. cardinal numbers.

9.2.4 Lexical items and expressions:

- car, shuttlecock, kite, ball, doll.

- numbers.

- here's your present.

- thank you very much.

9.2.5 Linguistic commentary

The items selected here can certainly be expanded according to the interests of the students.

9.3 Teaching commentary

9.3.1 The toys can be introduced as presents received
by the owners of the birthday party. Realia can be brought
to class to estimulate student's participation. An exercise
similar to exercise 9.1, page 213, can be used as a follow
up for this activity.

9.3.2 The link between students and their reality is
very important. To reemphasize this, an exercise similar
to exercise 9.2, page 214, can be done.

9.3.3 At this stage students start to work with known
structures and lexis in written form even though, as it
was mentioned in the practical underpinning, the stress
is on reading rather than on writing. The first step
now is the familiarization with letters not used in
Portuguese. To link the unknown letters with the unit
being presented, teachers can say that a clown and a doll
came to the birthday party. The clown's name is Koko and
the doll's name is Wanda. Students are asked to complete
the clown who came to the party as in exercise 9.3, page
214 . Before writing his name as suggested in the
exercise, students copy the new letters following a given
model (exercise 9.4, page 215). Later on they are asked

to copy sentences (refer to exercise 9.5, page 215).

and it is only then that students write the clown's name.

9.3.4 The alphabet in English is introduced to the
students at this point. Songs like "The Alphabet Song"
and "Bingo" can facilitate the pronunciation of the
letters (refer to appendix 2 for further details).
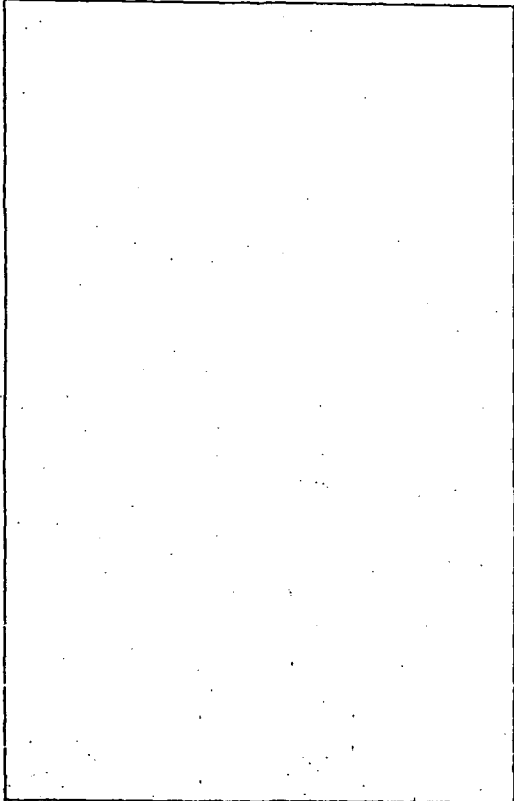
9.3.5 This unit can be covered in approximately four
classes of thirty minutes each.
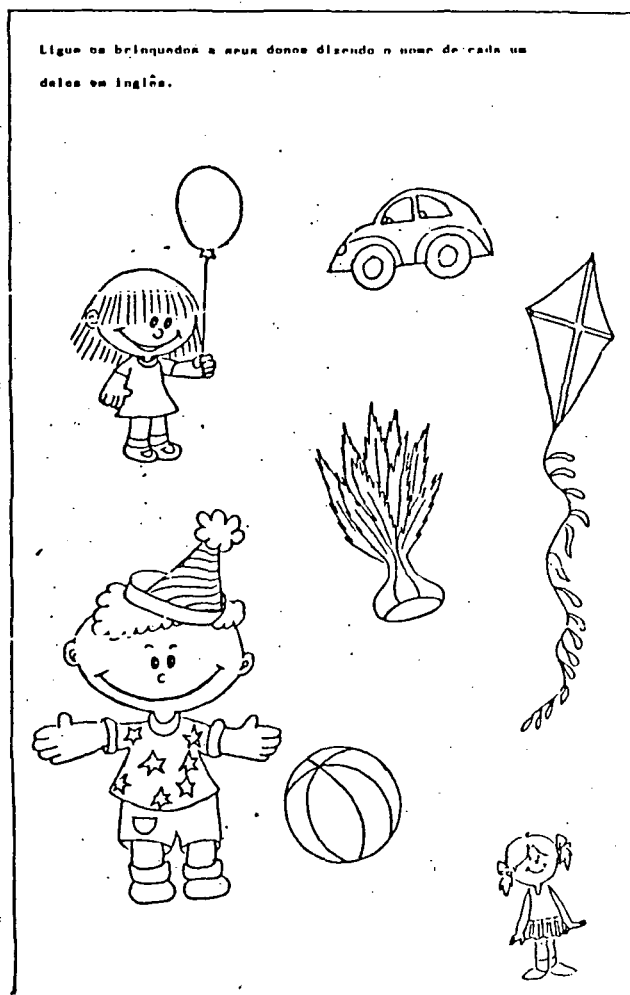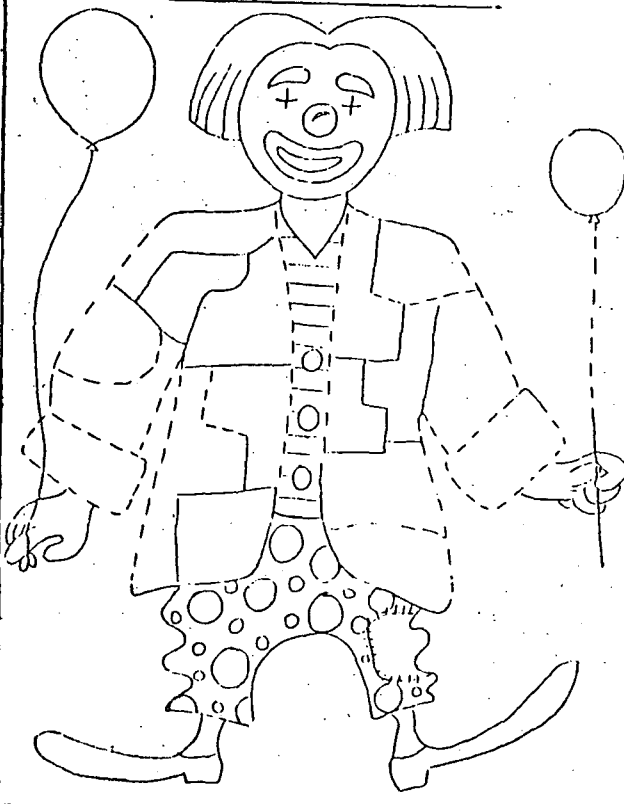
Exercise 9.1

Exercise 9.2

Recorte e cole no retângulo abaixo os brinquedos que você mais gosta e sabe dizer em inglês.

Exercise 9.3

Vamos descobrir quem veio a festa de aniversário! Escreva o nome dele na linha abaixo depois de praticar bastante as letrinhas.

Exercise 9.4

Vamos copiar?

Exercise 9.5

Vamos copiar?

Wanda is a doll

Koko is a clown

5.3.10 UNIT 10 - Greetings and saying goodbye

10.1 Semantic demands on the learners.

10.1.1 Topic:

- greetings and saying goodbye.

10.1.2 Concepts:

- greetings.

- departures.

10.1.3 Functions:

- greeting informally.

- greeting at different times of the day.

- saying goodbye.

10.1.4 Linguistic commentary

This unit corresponds to the first unit of the first grade. The concepts and functions have been emphasized throughout the course up to this stage, but it is the first time they are presented in written form.

10.2 Linguistic forms

10.2.1 Structures:

- None. Refer to 10.2.4.

10.2.3　Lexical items and expressions:

1.	Hello! / Hallo!		
2.	Hi!		
3.	How are you this	morning	?
4.		afternoon	
5.		evening	
6.	I'm fine, thanks.		
7.	Fine, thanks.		
8.	Good	morning!	
9.		afternoon!	
10.		evening!	
11.		night!	
12.	Goodbye.		
13.	Bye, bye.		

10.2.4　Linguistic commentary

The expressions here are all taken holistically and not as structures formed of different components.

10.3　Teaching commentary

10.3.1　Teachers have to be careful in the presentation of the expressions suggested. To avoid mispronounciation or the feeling of failure to read in the foreign language,

it is important to explain to the students that words and expressions in English are not pronounced in the same way they would be pronounced in Portuguese. Songs providing good models can help the teachers in this task (refer to appendix 2).

10.3.2 The production of flashcards with the most useful expressions from this unit to be stuck on the walls of the classrooms are very important. They help the students to visualize the messages conveyed through the cards. Other expressions taken holistically and used as language for interaction, i.e., language that is needed to establish communication in the foreign language in class, can also be put into cards to be stuck on the walls of the classroom. A detailed list of language for interaction can be found in appendix 2.

10.3.3 Teachers can provide models to be copied by the students while saying the expressions aloud. Exercise 10.1, page 219, presents a sample exercise in which this procedure is followed.

10.3.4 A reading competition with the expressions suggested can help the students with the pronunciation

of them in English.

10.3.5 Spelling competitions are very motivating and help students to get accustomed to the sounds in the English language. They can be done very quickly in the beginning of each class when three or four students are asked to spell their names aloud.

10.3.6 This unit can be covered in approximately three classes of thirty minutes each.

Exercise 10.1

Vamos copiar dizendo as expressões em inglês?

- How are you?

- I'm fine, thanks

5.3.11 UNIT 11 – Personal identification

11.1 Semantic demands on the learners

11.1.1 Topic:

- personal identification.

11.1.2 Concepts:

- name and title·

11.1.3 Functions:

- asking for and giving names.

- identifying themselves.

11.2 Linguistic forms

11.2.1 Structures:

1.	- What's	your	name	?
		his	first name	
		her	surname	
	- My	name	is	
	His	first name	's	
	Her	surname		
2.	- I'm			
	- I'm not			

11.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (1st and 3rd

persons singular) - positive, negative,

interrogative.

2. question word: what?

3. personal pronoun: I.

4. possessive adjectives: all persons singular.

11.2.3   Lexical items and expressions:

- name, first name, surname.

- Mr, Mrs, Miss, Ms.

- different names in English and Portuguese.

11.3   <u>Teaching commentary</u>

11.3.1 This unit is a revision of semantic demands on

the learners and linguistic forms which should not present

any problems to the students. Teachers have to concentrate

on the pronunciation and recognition of the written

sentences. Reading exercises can facilitate this task

(refer to exercise 11.1, page 223).

11.3.2   This unit is supposed to be covered in approximately

two classes of thirty minutes each.

Exercise 11.1
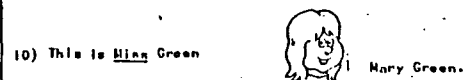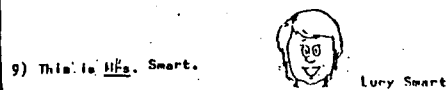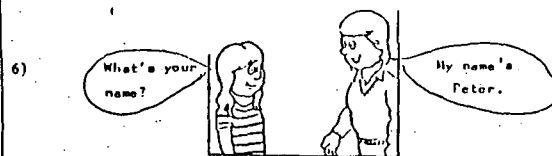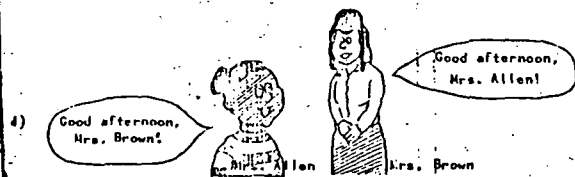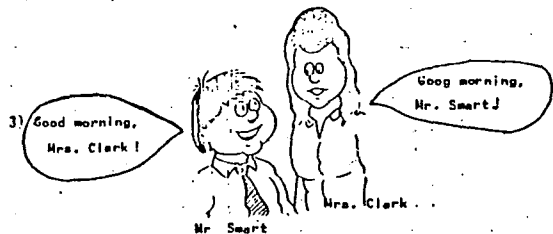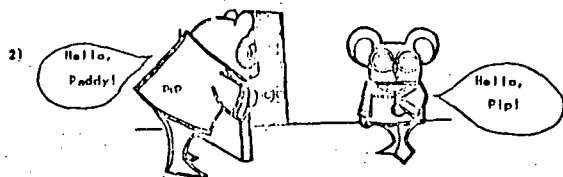
5.3.12 UNIT 12 - Introducing people

12.1 Semantic demands on the learners

12.1.1 Topic:

- introducing people.

12.1.2 Concepts:

- name.

12.1.3 Functions:

- introducing people formally.

- introducing people informally.

12.2 Linguistic forms

12.2.1 Structures:

- presented for the first time:

1. — X, this is Y.

12.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive.

2. demonstrative pronoun: this.

12.2.3 Linguistic commentary

The structure presented here is closely associated to the idea of introducing people. The formula **subject + verb + complement** is preceded by a proper name **(X)** which works as vocative.

12.2.4 Lexical items and expressions:

- How do you do.

- Hallo.   '

- Hi.

12.2.5 Linguistic commentary

The formality of expressions like 1 and the informality of expressions like 2 and 3 are contrasted here.

12.3 Teaching commentary

12.3.1 Since the expression "how do you do" is only used the first time we meet a person, it is necessary to have a role-play in class to guarantee that students understand that they are talking to an unknown person.

12.3.2 There are very simple songs which can help the students to understand when to use the expressions suggested (refer to appendix 2).

12.3.3 To cover this unit one can think in terms of
three classes of thirty minutes each.

        The subsequent grades of the syllabus are all
presented in appendix one. It seems that we have already
clarified the rationale behind the whole work and there
is no need for detailed comments any longer.

6. WHERE TO GO FROM HERE

This chapter is an attempt at a critical evaluation of the work done as well as a definition of procedures envisaged in the near future.

Although the syllabus described in this dissertation is not structural, it sometimes appears to be too structurally loaded. It seems that more detailed linguistic commentaries concerning the concepts, topics and functions would help to make this point clear.

Very recent lexical research points to the development of lexical syllabuses, i.e., the words produce the structures and the grammar is taught through these structures. If one starts with a word like **rubber**, then a question like "what kind of grammar does a rubber need?" arises and the word creates structures related to it such as "I'll rub this out" and "Rub it gently". Phrasal verbs are constantly dealt with and whenever a new lexical item is presented (in the example given the word **gently**) the whole process starts again. Had this work started at a different time and had we had access to more information about the recent developments in syllabus design, probably the lexical items would have been treated in a different way. The study of lexical syllabuses in the future may lead to changes in the general approach followed here.

Detailed notes were added only to the first and second grades --
to facilitate the reader's comprehension of the rationale behind
the whole work. The work could certainly be expanded to all grades
specially to help teachers in performing their job. The decision
not to do so was due to the fact that we did not want to under
estimate teachers' ability to perform their tasks nor to present
linguists with data which would not be revelant for the analysis
of the validity of this syllabus. One knows that in the daily
practice it is not possible to survive without having detailed
notes for all the grades and this is certainly something that
has to be done.

In our syllabus we always look at the students as a group
of people having more or less the same interests and needs.
However we know that each individual is unique and has got independe
strategies for learning foreign languages. Leslie Dickinson (1987)
points to the usefulness of self-instruction in language learning.
The building of a self-access resources centre as a means of
catering for individual differences among learners is certainly
to be included in our future plans.

Having the syllabus clearly defined in our minds, a careful
analysis of materials available for the different grades is then
desirable. The syllabus will determine the course book and the
supplementary materials to be used and not the other way round

and this is what should happen, i.e., a conscious choice of materials.

The educational aspect in teaching a foreign language has been pointed out when we have mentioned the fact that concepts worked with in other subjects are reinforced through the foreign language. Nevertheless, it seems that this integration of the subject in the general educational system should be stressed more than it in fact is. This would prevent teachers looking at the syllabus as something complete in itself, not related to education in general.

Our last concern here comes from the analysis of John Richmond (1982). He says that "the impetus of good ideas, whether they come from official pronouncements, or from books written by individuals, or from funded educational research, or from grass-roots movements, is always attenuated and frequently nullified by a set of structural arrangements which divide thinking from doing".[1] We know that our syllabus is now ready. We thought carefully about it and now it is being tried out in practice. From the very beginning of our post-graduate course we wanted to produce something which could be put into existence. Therefore our major challenge for the near future is the evaluation of the whole syllabus worked out, so that thinking becomes associated to doing and the results achieved become the source of information for later studies.

[1] RICHMOND, JOHN. The resources of classroom language. London, Edward Arnold, 1982. p1216.

APPENDIX 1 – THE OTHER GRADES OF THE SYLLABUS

In this appendix the other grades of the syllabus are presented. Detailed comments are not included since we have already presented them for the first and second grades in chapter 5 in order to clarify the rationale behind the whole work.

THIRD GRADE

1. **UNIT 1**

1.1 Semantic demands on the learners

1.1.1 Topic:

- the family.

1.1.2 Concept:

- family relationships.

1.1.3 Functions:

- identifying the members of a family.

- introducing people.

1.2 Linguistic forms

1.2.1 Structures:

1.	– What's	your his her	name?
	– My His Her	name's	
2.	– He's ..... She	He She	isn't ...
3.	– This That	is	my .... X's ....

1.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) – positive, negative, interrogative.

2. question word: what?

3. personal pronouns: he, she.

4. possessive adjectives: all persons singular.

5. demonstrative pronouns: this, that.

6. genitive: apostrophe with proper names.

    e.g. Mary's mother.

1.2.3 Lexical items and expressions:

- father, mother, daughter, son, brother, sister, uncle, aunt, grandfather, grandmother, baby, family, name.

2. UNIT 2

2.1 <u>Semantic demands on the learners</u>

2.1.1 Topic:

- animate and inanimate objects.

- possession of animate and inanimate objects.

2.1.2 Concepts:

- identification and possession.

2.1.3 Functions:

- identifying animate and inanimate objects.

- identifying possessions.

2.2 <u>Linguistic forms</u>

2.2.1 Structures:

1.	- What's	this ? that	
	- It's	a	....
		an	

2.	- Is it	a	...........?
		an	
	- Yes, it is. / No, it isn't.		
3.	- Whose .... is it?		
	- It's X's ..../		
	- I don't know.		
4.	- Is	this	your ....?
		that	
	- Yes, it is. / No, it isn't.		

2.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive, negative, interrogative.

2. present simple tense: verb **know** (1st person singular) - negative with auxiliary verb: **do**.

3. question words: what? / whose?

4. personal pronouns: I, it.

5. possessive adjectives: all persons singular.

6. demonstrative pronouns: this, that.

7. indefinite article : a (n).

8. genitive - apostrophe with common nouns.

e.g. a dog's leg.

- apostrophe with proper names.

e.g. Joe's arm.

- "of a" with inanimates.

e.g. leg of a table.

2.2.3 Lexical items and expressions:

- objects like chair, table, leg of a table, etc. (May vary from group to group).

- parts of the body - e.g. - a dog's eye.

- animals. For further details refer to 1st and 2nd grades.

3. UNIT 3

3.1 Semantic demands on the learners

3.1.1 Topic:

- a birthday party.

3.1.2 Concepts:

- age and number.

3.1.3 Functions:

- asking people's age.

- stating one's age.

- thanking people.

- apologising and accepting apologizing.

3.2 Linguistic forms

3.2.1 Structures:

1.	– How old	are you	?
		is X	
2.	–	I'm	.... years old.
		He's	
		She's	

3.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (all persons

   singular) – positive adn interrogative.

2. question word: how old?

3. personal pronouns: all persons singular.

4. possessive adjective: your.

5. object pronoun. you.

6. cardinal numbers: 1 to 100.

3.2.3 Lexical items and expressions:

- cake, balloons, sandwiches, candies, salty bits,

  candle.

- numbers – 1 to 100.

- happy birthday.

- here's your present.

- thank you (very much).

- I'm sorry.

- that's all right.

4. UNIT 4

4.1 <u>Semantic demands</u> <u>on the learners</u>

4.1.1 Topic:

- our environment.

4.1.2 Concepts:

- addresses and environment.

4.1.3 Functions:

- asking where people live.

- saying where people live.

4.2 <u>Linguistic forms</u>

4.2.1 Structures:

1. - Where do you live? - I live on		
2. - What's	your his her	address?
- It's		

3.
- Who lives on ....?
- X lives on ....
- I don't know.

4.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. present simple tense: verbs **live** and **know** (all persons singular) - positive, negative, interrogative with auxiliary verb **do** / **does**.

3. question words: where? / what? / who?

4. personal pronouns: I, it.

5. possessive adjectives: all persons singular.

4.2.3 Lexical items and expressions:

- addresses.

5. **UNIT 5**

5.1 Semantic demands on the learners

5.1.1 Topic:

- the house.

5.1.2 Concepts:

- room.

- furniture.

5.1.3 Functions:

- asking and talking about rooms and furniture.

- expressing likes and dislikes.

5.2 <u>Linguistic forms</u>

5.2.1 Structures:

1.	- Is there | a | ..... in the ......? | an - Yes, there is. / No, there isn't.
2.	- Are there .... in the ....? - Yes, there are. / No, there aren't.
3.	- There's | a | ..., | a | ... and | a | .... | an | | an | | an in the ...... - There are .... in the .....
4.	- Where's the ....? - It's in the ....
5.	- Where are the ....? - They are in the ....
6.	- Do you like | this | ....? | that - Yes, I do. / No, I don't.

5.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person singular) - positive and interrogative.

2. present simple tense: verb **like** (1st and 2nd persons singular) - positive, negative, interrogative with auxiliary verb **do**.

3. there is / there are - positive, negative, interrogative.

4. question word: where?

5. personal pronouns: I, you, it, they.

6. demonstrative pronouns: this, that.

7. definite article: the.

8. indefinite article : a (n).

9. preposition of place: in.

5.2.3   Lexical items and expressions:

- sitting-room: television, carpet, armchair, sofa, lamp.

- dining-room: chair, table.

- bedroom: bed, wardrobe, dressing-table, bedside table.

- bathroom: shower, bath, toilet, washbasin.

- kitchen: fridge, cooker, cupboard, sink.

6. UNIT 6

6.1 Semantic demands on the learners

6.1.1 Topic:

- places.

6.1.2 Concept:

- position.

6.1.3 Functions:

- asking and saying where people and things are.

6.2 Linguistic forms

6.2.1 Structures:

1.	- Where's	the my your his her	....................?
2.	- It's	in on under behind	the ....

3.	- Where are the ....?		
	- They are	in	the ....
		on	
		under	
		behind	
4.	- Where's X?		
	He's	in	the ....
	She's	on	
		under	
		behind	

6.2.2 Parts of the grammatical system in focus:

1. presente simple tense: verb **be** (all persons

   singular) - positive, interrogative.

2. question word: where?

3. personal pronouns: all persons singular + they.

4. possessive adjectives: all persons singular.

5. definite article: the.

6. prepositions of place: in, on, under, behind.

6.2.3 Lexical items and expressions:

- in, on, under, behind.

- furniture.

FOURTH GRADE

1. UNIT 1

1.1 Semantic demands on the learners

1.1.1 Topic:

- the circus.

1.1.2 Concept:

- plurality.

1.1.3 Functions:

- asking and talking about numbers.

- expressing likes and dislikes.

- expressing preferences.

1.2 Linguistic forms

1.2.1 Structures:

1.	- Is there	a	.... in the circus?
		an	
	- Yes, there is. / No, there isn't.		
2.	- Are there any ...... in the circus?		
	- Yes, there are. / No, there aren't.		

3.	- How many ..... are there in the circus? - There is one. - There are ....
4.	- Do you like ....? - Yes, I do. / No, I don't.
5.	- Which animal do you prefer? - I prefer the ....

1.2.2 Parts of the grammatical system in focus:

1. present simple tense: verbs **like** and **prefer**
   (1st and 2nd persons singular) - positive,
   negative, interrogative with auxiliary verb **do**.

2. there is / there are - positive, negative,
   interrogative.

3. question words: how many? / which?

4. personal pronouns: I, you.

5. definite article: the.

6. indefinite article: a (n).

7. cardinal numbers: 1 to 100.

8. quantifiers: some, any.

1.2.3 Lexical items and expressions:

- animals.

- numbers - 1 to 100.

- clown, juggler.

2. **UNIT 2**

2.1 <u>Semantic demands on the learners</u>

2.1.1 Topic:

    - colours.

2.1.2 Concept:

    - colour.

2.1.3 Functions:

    - asking and talking about colour.

    - expressing preferences.

2.2 <u>Linguistic forms</u>

2.2.1 Structures:

1.	- What's **red**? - A ⎪....... is **red**. An ⎪ The ⎪ - .... is **red**.		
2.	- What's	my your his her X's	favourite colour?
	- It's		

-	Your	favourite colour is ....
	My	
	His	
	Her	

3.
- Are .... **red**?

- Yes, they are. / No, they aren't.

4.
- Is	this	.... **red**?
	that	

- Yes, it is. / No, it isn't.

2.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

singular and 3rd person plural) - positive,

negative, interrogative.

2. question word: what?

3. personal pronouns: it, they.

4. possessive adjectives: all persons singular.

5. demonstrative pronouns: this, that.

6. definite article: the.

7. indefinite article : a (n).

8. genitive: apostrophe with proper names.

2.2.3   Lexical items and expressions:

- colours.

- animals.

- fruit.

- sky, tree, sea, blood, sun, grass, favourite.

3. UNIT 3

3.1 Semantic demands on the learners

3.1.1 Topic:

- shapes.

3.1.2 Concepts:

- geometrical shapes.

- colour.

3.1.3 Functions:

- asking and talking about basic geometrical shapes.

- asking and talking about colours.

3.2 Linguistic forms

3.2.1 Structures:

1.	- What's	this	?
	- It's a		
2.	- What are	these	?
		those	
	- They are		

3.	- What colour is it? - It's .... - It's a **red** ....
4.	- What's this shape? - It's | a | .... | an | - I don't know.
5.	- What shape is | my | ....? | your | | his | | her | - It's | a | .... | an |
6.	- What shape are | my | ....? | your | | his | | her | - They're ....
7.	- The .... is a **square**.
8.	- The .... s are **squares**.

3.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

   singular and 3rd person plural) - positive,

negative, interrogative.

2. present simple tense: verb **know** - negative with auxiliary verb **do**.

3. question word: what?

4. personal pronouns: I, it, they.

5. possessive adjectives: all persons singular.

6. demonstrative pronouns: this, that, these, those.

7. definite article: the.

8. indefinite article : a (n).

3.2.3 Lexical items and expressions:

- colours.

- basic geometrical shapes: square, rectangle, triangle, circle.

- that's right.

4. UNIT 4

4.1 Semantic demands on the learners

4.1.1 Topic:

- parts of the body.

4.1.2 Concept:

- parts of the body.

4.1.3 Functions:

    - making suggestions.

    - asking and talking about actions.

    - demonstrating actions.

4.2 <u>Linguistic forms</u>

4.2.1 Structures:

1.	- What	am	I	doing?
		are	you	
		is	he	
		is	she	
		is	X	
	- You are		walking.	
	I am		talking.	
	He is		sitting down.	
	She is		lying down.	
			making the x's	
2.	- Let's make	a	....	
		an		
3.	- What's missing?			
	- A	.... is missing.		
	An			

4.2.2   Parts of the grammatical system in focus:

1. present continuous tense (singular) - positive, negative, interrogative.

2. let's.

3. question word: what?

4. personal pronouns: all persons singular.

5. indefinite article : a (n).

6. definite article: the.

7. genitive: apostrophe with common nouns.

e.g. the robot's eye.

4.2.3   Lexical items and expressions:

- parts of the body - refer to 2nd grade, unit 7.

- animals - refer to 2nd grade, unit 3.

- robot.

- verbs: walk, talk, sit down, lie down, make, stand up.

5.   UNIT 5

5.1   Semantic demands on the learners

5.1.1   Topic:

- going to the Moon .

5.1.2 Concepts:

- space.

- precision.

5.1.3 Functions:

- asking and talking about present activities.

5.2 <u>Linguistic forms</u>

5.2.1 Structures:

1.	- What's	this	?
		that	
	- It's	a	....
		an	
		the	
2.	- How many .... are there?		
	- There is (only) one.		
	- There are		
3.	- What is	your	name?
		my	
		his	
		her	
	- It's		
4.	- What are their names?		
	- They are .... and		

5.	- What's the name of the ....? - It's		

6.	- Where	are you is he is she are they	going?
	- I'm He's She's They're	going to **the Moon.**	

7.	- What	are you is he is she are they	doing?
		I'm He's She's They're	v + ing.

5.2.2   Parts of the grammatical system in focus:

1.   present simple tense: verb **be** (3rd person

singular and 3rd person plural) - positive

and interrogative.

2.   there is / there are - positive, interrogative.

3. present continuous tense (all persons singular + 3rd person plural) - positive, interrogative.

4. question words: what? / where?

5. personal pronouns: all persons singular + they.

6. possessive adjectives: all persons singular + their.

7. demonstrative pronouns: this, that.

8. definite article: the.

9. indefinite article : a (n).

10. cardinal numbers: 1 to 100.

5.2.3 Lexical items and expressions:

- related to space: rocket, astronaut, robot, spacesuit, spaceship, earth, moon, rocket, helmet, flag, sea, sun.

- numbers: 1 to 100.

- verbs: put on, take off, lie, walk, talk, put up, go back, land, make, dance, read, dig, swim, play (football), take (photos), smile, shine, stand up, sit down, clap, say (something), move, touch (something), jump, draw, run, help, hop.

6. UNIT 6

6.1 <u>Semantic demands on the learners</u>

6.1.1 Topic:

- features of object.

6.1.2 Concept:

- feature .

6.1.3 Functions:

- asking and talking about different features

  of objects.

6.2 <u>Linguistic forms</u>

6.2.1 Structures:

1.	-	This That	.... is (too) ....
2.	-	These Those	.... are (too) ......
3.	- Is	this that	.... (too) ....?
	- Yes, it is. / No, it isn't.		
4.	- Are	these those	.... (too) ......?
	- Yes, they are. / No, they aren't.		

6.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** (3rd person

   singular and 3rd person plural) – positive,

   negative, interrogative.

2. personal pronouns: it, they.

3. demonstrative pronouns: this, that, these, those.

4. too + adjective.

6.2.3   Lexical items and expressions:

- adjectives: big, small, long, short.

- nouns already known.

7.   UNIT 7

7.1   Semantic demands on the learners

7.1.1   Topic:

- orders.

7.1.2   Concepts:

- bodily coordination.

7.1.3   Functions:

- telling people what to do.

7.2 Linguistic forms

7.2.1 Structures:

> **Smile!**   **Put** your **hands up!**
>
> Don't **smile!**

7.2.2 Parts of the grammatical system in focus:

1. imperative (infinitive without to) - positive and negative.

2. possessive pronoun: your.

3. definite article: the.

4. indefinite article : a (n).

7.2.3 Lexical items and expressions:

- verbs: all verbs already known + stand still, wait a minute, put (something) on (something), put (something) up, put (something) down.

- parts of the body.

8. UNIT 8

8.1 Semantic demands on the learners

8.1 Topic:

- ability to do things.

8.1.2 Concepts:

- ability.

8.1.3 Functions:

- asking and talking about ability.

8.2 <u>Linguistic forms</u>

8.2.1 Structures:

1.	- What can	you he she they	do?
	- I He She They	can **play football.**	
2.	- I He She They You	can't **play football.**	
3.	- Can	you he she they	play football?

- Yes,	I	can. / No,	I	can't.
	he		he	
	she		she	
	they		they	

8.2.2 Parts of the grammatical system in focus:

1. modal verb: can (ability) - positive, negative, interrogative.

2. question word: what?

3. personal pronouns: all persons singular + they.

8.2.3 Lexical items and expressions:

- all verbs already known.

- musical instruments: piano, guitar, drums, etc.

FIFTH GRADE

1. **UNIT 1**

1.1 <u>Semantic demands on the learners</u>

1.1.1 Topic:

- countries and nationalities.

1.1.2 Concepts:

- greetings.

- names and titles.

- nationality.

1.1.3 Functions:

- introducing themselves.

- asking people how to spell words.

- spelling names.

- greeting people formally and informally.

- greeting people at different times of the day.

- asking for and giving names.

- asking about people's nationality.

- saying what nationality they are.

- asking and saying where people are from.

1.2 Linguistic forms

1.2.1 Structures:

1.	– I'm XYZ.
2.	– How do you spell your name? – XYZ.

3.

– Where	are	you	from?
	is	he	
	is	she	
	are	we	
	are	you	
	are	they	

– I'm	from Brazil.
He's	
She's	
You're	
We're	
They're	

4.

– I'm	Brazilian.
You're	
He's	
She's	
We're	
They're	

5.	- Are	you	from	·········?
	Is	he		
	Is	she		
	Are	we		
	Are	you		
	Are	they		

- Yes,	I am.	/ No,	I'm	not.
	he is.		he's	
	she is.		she's	
	you are.		you're	
	we are.		we're	
	they are.		they're	

1.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. present simple tense: verb **spell** (2nd person singular) - interrogative with auxiliary verb **do.**

3. question words: how? / where?

4. personal pronouns.

5. possessive adjectives: 2nd person singular.

1.2.3 Lexical items and expressions:

- different countries.

- nationalities related to the countries.

- letters of the alphabet - a-z.

- spell, from.

- how are you?

- fine, thanks.

- very well, thanks.

- how do you do.

- hello!

- hi!

- good | morning.

　　　　| afternoon.

　　　　| evening.

　　　　| night.

2. UNIT 2

2.1 Semantic demands on the learners

2.1.1 Topic:

- numbers.

2.1.2 Concepts:

- number.

- quantity.

- plurality.

2.1.3 Functions:

- asking for and saying numbers.

- asking and saying how much things cost.

- asking and talking about quantity.

2.2 <u>Linguistic forms</u>

2.2.1 Structures:

1.	– What number is	this ? that it
	– It's number	
2.	– Look at	this .... that these those
3.	– How many .... are there? – There is only .... – There are	
4.	– How much	is it ? are they
	– It is They are	....

2.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. imperative (infinitive without to) - phrasal verb **look at** - positive.

3. there is / there are - positive, negative, interrogative.

4. question words: what? / how much? / how many?

5. personal pronouns - 3rd person singular and 3rd person plural.

6. demonstrative pronouns.

7. cardinal numbers: 1 to 100.

8. adverb: only.

2.2.3 Lexical items and expressions:

- numbers 1 to 100.

- different objects (determined according to the interests and previous knowledge of the group).

3. **UNIT 3**

3.1 Semantic demands on the learners

3.1.1 Topic:

- money.

3.1.2   Concepts:

- number.

- quantity.

- plurality.

- money.

3.1.2   Functions:

- asking for and saying numbers.

- making requests.

- asking and saying how much things cost.

3.2   Linguistic forms

3.2.1   Structures:

1.	– Look at	this that these those the	....
2.	– It is They are	....	

3.	– How much	is are	this that these those	?
	– It's They're	....		

4.	- Can I have	a (n)	. . . .,	please?
		some	. . . . .s,	

3.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person singular and 3rd person plural - positive, negative, interrogative.

2. imperative (infinitive without to) - phrasal verb **look at** - positive.

3. there is / there are - positive, negative, interrogative.

4. question words: what? / how much?

5. personal pronouns - I, it, they.

6. demonstrative pronouns.

7. cardinal numbers: 1 to 100.

8. quantifier: some.

9. definite and indefinite articles: the / a (n).

3.2.3 Lexical items and expressions:

- numbers: 1 to 100.

- different objects (determined according to the interests and previous knowledge of the group).

- here you are.

- please.

- thank you very much. / thank you. / thanks.

- that's all right. / that's ok.

- you're welcome.

- look at.

4. **UNIT 4**

4.1 Semantic demands on the learners

4.1.1 Topic:

- letters.

4.1.2 Concepts:

- greetings.

- name and title .

- nationality.

- letter.

- occupation.

- family relationships.

- time.

4.1.3 Functions:

- writing letters.

- introducing themselves.

- asking and saying what people do.

- describing people, things and places.

- asking and talking about the family.

- saying what nationality they are.

- saying the date.

4.2 <u>Linguistic forms</u>

4.2.1 Structures:

1.	- I'm XYZ.		

2.	- Where	are	you	from?
		is	he	
		is	she	
		are	we	
		are	you	
		are	they	

- I'm	from	<u>Brazil.</u>
He's		
She's		
You're		
We're		
They're		

3.	- What's	my	job (s)?
		your	
		her	
		his	
		our	
		your	
		their	

- You're	a (n)	....
I'm		
She's		
He's		

You're	........s.
We're	
They're	

4.

- Who's	this	?
	that	
	he	
	she	

- It's	my	father.
He's	your	
She's	his	
	her	
	our	
	your	
	their	

- It	is	X's ....
This		
That		

5.

- Who are they?

- They are X's ....

6.	- How old	are you am I is he is she are we are you are they	?
	- I'm You're He's She's You're We're They're	<u>ten</u>.	
7.	- What's the date today? - It's <u>November 7</u>th.		
8.	- I'm at the		

4.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. question words: who? / what? / where? / how old?

3. personal pronouns.

4. possessive adjectives.

5. demonstrative pronouns.

6. definite article: the.

7. indefinite article: a (n).

8. genitive: apostrophe with common names.

   apostrophe with proper names.

9. cardinal numbers: 1 to 100.

10. ordinal numbers: 1st to 31st.

11. adverb of place: at.

4.2.3 Lexical items and expressions:

- different countries.

- nationalities related to the countries.

- occupations: student, teacher, businessman, policeman, postman, butcher, dentist, doctor, nurse, secretary, mechanic, air hostess, waiter, taxi-driver, cleaner, porter, actor, actress, etc.

- adjectives: cold, hot, big, small, beautiful, ugly, old, young, new, rich, poor, cheap, expensive, tall, short, fat, thin, thick, full, empty, strong, weak, heavy, light, sad, happy, thirsty, tired, etc.

- colours: red, blue, yellow, green, brown, black, beige, white, pink, orange, gray, purple, light ..., dark ..., etc.

- months of the year: January, February, March, April, May, June, July, August, September, October, November, December.

- places: school, post-office, supermarket, theatre, swimming-pool, bank, bus stop, cinema, etc.

- family: father (daddy), mother (mummy), daughter, son, brother, sister, uncle, aunt, baby, grandson, granddaughter, grandfather (grandpa), grandmother (granny), wife, husband, cousin, etc.

- numbers: 1 to 100 / 1st - 31st.

- dear X.

- how are you?

- I'm very well.

- love. / sincerely yours. / yours.

5. UNIT 5

5.1 Semantic demands on the learners

5.1.1 Topic:

- occupations.

5.1.2 Concepts:

- occupation.

- plurality.

5.1.3 Functions:

- asking and saying what people do.

5.2 <u>Linguistic forms</u>

5.2.1 Structures:

1.

- What's	my your his her our your their	job (s) ?

- I'm   a (n) .... (s).

2.

-	Are you Am I Is he Is she Are you Are we Are they	a (n) ....?

- Yes,	I am. you are. he is she is	No,	I'm you're he's she's	not.	No,	I'm not. you aren't. he isn't. she isn't.

yes,	we are.	No,	we're	not.	we aren't.
	you are.		you're		you aren't.
	they are.		thei're		they aren't.

5.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive,

   negative, interrogative.

2. question word: what?

3. personal pronouns.

4. possessive adjectives.

5. indefinite article: a (n).

5.2.3 Lexical items and expressions:

- occupations: student, teacher, businessman,

  policeman, postman, butcher, dentist, doctor,

  nurse, secretary, mechanic, air hostess, waiter,

  taxi-driver, cleaner, porter, actor, actress, etc.

6. UNIT 6

6.1 Semantic demands on the learners

6.1.1 Topic:

the house.

6.1.2 Concepts:

- quantity.

- plurality.

- room and furniture.

6.1.3 Functions:

- asking and talking about the rooms of a house.

- asking about and identifying objects.

6.2 <u>Linguistic forms</u>

6.2.1 Structures:

1.

- What is | it | ?
           | this |
           | that |

- It | 's | | a (n) ········
  This | is | (n't) |
  That |

2.

- Is | it | a (n) ....?
     | this |
     | that |

- Yes, it is. / No, it isn't.

3.

- What are | they | ?
           | these |
           | those |

- They | are (n't) ....
  These |
  Those |

4.	- Are they / these / those ....?
	- Yes, they are. / No, they aren't.
5.	- Is there a (n) .... in the ....?
	- Yes, there is. / No, there isn't.
6.	- Are there any .... in the ....?
	- Yes, there are. / No, there aren't.
7.	- In the ... there is (n't) a (n) and a (n) / some ...
8.	- In the ... there are (n't) ... and/or ....
9.	- Where's the ....?
	- It's in / on / under / behind the ....
10.	- Where are the ....?
	- They are in / on / under / behind the ....

6.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. there is / there are - positive, negative, interrogative.

3. question words: what? / where?

4. personal pronouns - 3rd person singular and 3rd person plural.

5. demonstrative pronouns.

6. definite article: the.

7. indefinite article: a (n).

8. prepositions of place: in, on, under, behind.

9. quantifiers: any, some.

10. conjuctions: and, or.

6.2.3   Lexical items and expressions:

- rooms of a house and furniture:

. living-room or sitting-room: television, carpet, armchair, sofa, lamp.

. dining-room: chairs, table.

. kitchen: fridge, cooker, sink, cupboard.

. bedroom: bed, wardrobe, dressing-table, bedside table.

. bathroom: shower, bath, toilet, washbasin.

. balcony.

. garage.

. hall.

7. UNIT 7

7.1 Semantic demands on the learners

7.1.1 Topic:

- colours.

7.1.2 Concepts:

- colour.

- plurality.

7.1.3 Functions:

- describing things and people.

- asking and talking about colours.

- asking about and identifying objects.

7.2 Linguistic forms:

7.2.1 Structures:

1.	- What is	it	?
		this	
		that	
	- It 's		a (n) red ....
	This	is (n't)	
	That		

2.

- Is it / this / that a(n) red ....?

- Yes, it is. / No, it isn't.

3.

- What are they / these / those ?

- They / These / Those are (n't) red ....

4.

- Are they / these / those red ....?

- Yes, they are. / No, they aren't.

5.

- I 've / You have / We haven't / They have not got blue eyes.

He 's / She has / It hasn't / has not

6.	– Have	I you we they	got <u>blue</u> <u>eyes</u>?
	Has	he she it	

– Yes, I have. / No, I haven't.

– Yes, he has. / No, he hasn't.

7.	– What colour	is it are they	?
	– It's They're	....	

8.	– Who	's has	got <u>blue eyes</u> ?

– X has. / <u>X</u> and <u>Y</u> have.

9. – What colour is a ....?

– It's .... and ....

10.	– What colour is	my your his her our your their	<u>hair?</u>

– It's ....

7.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. have got - positive, negative, interrogative.

3. question words: what? / who?

4. personal pronouns.

5. possessive adjectives.

6. demonstrative pronouns.

7. definite article: the.

8. indefinite article: a (n).

7.2.3 Lexical items and expressions:

- different objects (determined according to the interests and previous knowledge of the group).

- colours: red, blue, yellow, green, brown, black, beige, white, pink, orange, gray, purple, light ..., dark ..., etc.

- parts of the body: eye, leg, arm, nose, mouth, ear, hair, foot / feet, body, hand, finger, etc.

- animals: determined according to the interests and previous knowledge of the group.

8. UNIT 8

8.1 Semantic demands on the learners

8.1.1 Topic:

- places.

8.1.2 Concepts:

- distance.

- physical space.

8.1.3 Functions:

- asking for and giving simple directions.

- saying where places are.

- asking and saying where things are.

8.2 Linguistic forms

8.2.1 Structures:

1.	- Is there a .... near here?		
	- Yes, there is. / No, there isn't.		
2.	- Can you tell me the way to the ... please?		
3.	- Where	's	the .... ?
		is	
		are	

- It	's is	near in opposite	the ....
They	're are	on in front of under behind	

4.

- How far	is it are they	?

- It's _____ | two blocks from here.

They're

5. - Turn **left**.

8.2.2 Parts of the grammatical system in focus|

1. present simple tense: verb **be** - positive, negative, interrogative.

2. there is / there are - positive, negative, interrogative.

3. modal verb **can** (request) followed by verb **tell**.

4. imperative (infinitive without to) - verb **turn** - positive.

5. question words: where? / how far?

6. personal pronouns.

7. object pronoun - 1st person singular.

8. prepositions of place: in, on, near, next to, behind, opposite, in front of.

9. adverbs: here, there.

10. definite article: the.

11. indefinite article: a (n).

12. ordinal numbers: 1st to 10th.

8.2.3 Lexical items and expressions:

- places: school, post-office, supermarket, theatre, swimming-pool, bank, bus stop, cinema, etc.

- here, there.

- in, on, under, behind, opposite, in front of.

- left, right, block.

- thank you very much. / thank you. / thanks.

- that's all right. / that's ok.

- you're welcome.

- go straight on.

- first | left.
        | right.

- it's over there.

9. UNIT 9

9.1 Semantic demands on the learners

9.1.1 Topic:

- food and drinks.

9.1.2 Concepts:

- quantity.

- money.

- food.

- drink.

9.1.3 Functions:

- offering, accepting or refusing food and drink.

- asking about, stating and making a choice of

  food and drink.

- asking and saying how much things cost.

- asking and talking about quantity.

9.2 Linguistic forms

9.2.1 Structures:

1.	- Is / Are	there any	.... ? ....s
	- Yes, there	is. / No, there are.	isn't. aren't.
2.	- How	much / many	.....(s)	is / are	there?
	- There	is / are	some a lot of a lot	....s
		isn't / aren't	any	....s

3.	– Can I have a <u>sandwich</u>, please?

4.	– How much	is it are they	?
	– It is They are	....	

5.	– Would you like	a (n) some	..............? ....s
	– I'd like	a (n) some	.... , please. ....s

9.2.2   Parts of the grammatical system in focus:

1.   present simple tense: verb **be** – 3rd person singular and 3rd person plural – positive, negative, interrogative.

2.   there is / there are – positive, negative, interrogative.

3.   modal verb **can** (request) followed by verb **have**.

4.   modal verb **would** (Would you like + article & noun).

5.   question words: how much? / how many?

6.   personal pronouns: 3rd person singular and 3rd person plural.

7.   definite article: the.

8.   indefinite article: a (n).

9. cardinal numbers: 1 to 100.

10. quantifiers: some, any, a lot, a lot of.

9.2.3 Lexical items and expressions:

- numbers. 1 to 100.

- food in general: rice, egg, meat, chicken, bread, butter, sugar, cheese, etc.

- vegetables: lettuce, potato, beans, carrot, etc.

- fruit: tomato, apple, banana, pear, grapes, orange, lemon, pineapple, etc.

- to season food: salt, oil, vinegar, pepper.

- drinks: coffee, tea, milk, water, beer, wine, etc.

- thank you very much. / thanks.

- that's all right.

- you're welcome.

- here you are.

- yes, please.

- no, thanks.

- excuse me.

- certainly.

10. UNIT 10

10.1 Semantic demands on the learners

10.1.1 Topic:

- clothes.

10.1.2 Concepts:

- plurality.

- colour.

- clothes.

- possession.

10.1.3 Functions:

- asking and talking about clothes.

- asking and talking about colours.

- asking and talking about possessions.

10.2 Linguistic forms

10.2.1 Structures:

1.	- What	are	you	wearing?
			we	
			they	
		is	he	
			she	
	-	I'm	wearing ......a (n) red ...
		We're	
		You're	
		They're	
		He's	
		She's	

2.

- What colour	is	my	........?
	are	your	........s
		his	
		her	
		our	
		your	
		their	

- It	is	....
They	are	

3.

- Is	this	my	......	here?
	that	your		there
Are	these	his	.....?	
	those	her		
		our		
		your		
		their		

- Yes,	it is. No,	it isn't.
	they are.	they aren't.

4.

- Whose	.... is	it ?
		this
		that
	..........s are	they ?
		these
		those

- It	is	X's	....
This			
That			
They	are		..............s
These			
Those			

10.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. present progressive tense (be + wearing) - positive, negative, interrogative.

3. question words: what? / whose?

4. personal pronouns.

5. possessive adjectives.

6. demonstrative pronouns.

7. indefinite article: a (n).

8. adverbs: here, there.

9. genitive: apostrophe with proper names.

10.2.3 Lexical items and expressions:

- colours: red, blue, yellow, green, brown, black, beige, white, pink, orange, gray, purple, light ..., dark ..., etc.

- clothes: shirt, skirt, blouse, pullover, pants, trousers, dress, socks, underpants, knickers, hat, coat, jeans, jacket, shoes, sweater, t-shirt, shorts, etc.

- here, there.

11. UNIT 11

11.1 Semantic demands on the learners

11.1.1 Topic:

- the family.

11.1.2 Concepts:

- family relationships.

- possession.

11.1.3 Functions:

- asking and talking about the family.

- asking and talking about possessions.

11.2 Linguistic forms

11.2.1 Structures:

1.	- Who's		this	?		
			that			
			he			
			she			
	- It	is	X,	my	father.	
	He			your		
	She			his		
				her		
				our		
				your		
				their		

> 2. - X is Y's father.

11.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. question word: who?

3. personal pronouns: 3rd person singular.

4. possessive adjectives.

5. demonstrative pronouns: this, that.

6. genitive: apostrophe with proper names.

11.2.3   Lexical items and expressions:

- family: father (daddy), mother (mummy), daughter, son, brother, sister, uncle, aunt, baby, grandson, granddaughter, grandfather (grandpa), grandmother (granny), wife, husband.

SIXTH GRADE

1. **UNIT 1**

1.1   Semantic demands on the learners

1.1.1   Topic:

- food and drinks.

1.1.2   Concepts:

- food.

- money.

- drink.

1.1.3   Functions:

- asking what people want.

- accepting and refusing things.

- asking about, stating and making a choice of

food and drink.

- asking and saying how much things cost.

- asking and talking about quantity.

1.2   Linguistic forms

1.2.1   Structures:

1.	- I'd like	a	. . . .
		some	

2.	- Would you like	a	.........?
		some	
	- Yes, please. / No, thanks.		

3.	- How much	is it	?
		are they	
	- It's	....	
	They're		

4.	- Is there a (n) .... in the ....?
	- Yes, there is. / No, there isn't.

5.	- Are there (any) .... in the ....?
	- Yes, there are. / No, there aren't.

6.	- There	is	some	.... in the ....
		are	a lot of	
	- There	isn't	any	...... in the ....
		aren't		

7.	- How much .... is there?
	- How many .... are there?
	- There	is	some	... in the ...
		are	a lot (of)	
	- There is (only) one.
	- There	isn't	any	... in the ....
		aren't		

1.2.2 Parts of the grammatical system in focus:

1. present simple tense: 3rd person singular and

3rd person plural - positive, negative,

interrogative.

2. modal verb **would** (would you like + some + noun?)

3. there is/there are - positive, negative, interrogative.

4. question words: what? / how much? / how many?

5. personal pronouns: it, they.

6. cardinal numbers: 1 to 1.000.

7. definite article: the.

8. indefinite article: a (n).

9. quantifiers: some, any, a lot of.

10. adverb: only.

1.2.3 Lexical items and expressions:

- food in general: rice, egg, meat, chicken, bread, butter, sugar, cheese, etc.

- vegetables: lettuce, potato, benas, carrot, etc.

- fruit: tomato, apple, banana, pear, grapes, orange, lemon, pineapple, etc.

- to season food: salt, oil, vinegar, pepper.

- drinks: coffee, milk, tea, beer, wine, water, whisky, etc.

- adjectives: hot, cold, rare, well-done, medium.

- numbers: 1 to 1.000.

- expressions: - can I help you?

- thank you.

- thank you.

- you're welcome.

- please.

- certainly.

2. UNIT 2

2.1 Sematic demands on the learners

2.1.1 Topic:

- people.

2.1.2 Concepts:

- clothes.

- occupation.

- colour.

- physical features.

2.1.3 Functions:

- asking and talking about clothes.

- asking and talking about colours.

- describing people.

- asking and talking about possessions.

2.2 Linguistic forms

2.2.1 Structures:

1.	- What colour	is it	?	
		are they		
	- It's	....		
	They're			
2.	- I	've	got	blue eyes.
	You	have		a pink blouse.
	We	haven't		an orange car.
	They	have not		
	He	's		
	She	has		
	It	hasn't		
		has not		
3.	- Have	I		
		you		
		we		
		they		
	Has	he	got ....?	
		she		
		it		
	- Yes,	you	have.	
	No,	I	haven't.	
		we		
		you		
		they		
	Yes,	he	has.	
	No,	she	hasn't.	
		it		

4.

– I	am	a	doctor.
You	are	an	air hostess.
He	is		
She			

We	are	doctors.
You		.
They		

– Am	I	a doctor?
Are	you	
Is	he	
	she	

Are	we	doctors?
	you	
	they	

– Yes,

you	are.
I	am.
he	is.
she	is.
you	are.
we	are.
they	are.

No,	you're	not./	No,	you	are not.
	I'm			I	am not.
	he's			he	isn't.
	she's			she	
	you're			you	aren't.
	we're			we	
	they're			they	

5.

– Whose	sweater	is	this?
	sweaters	are	these?

– It's	Peter's. /	It's	his.
They're		They're	

6.
> - Which one is <u>his</u>?
>
> - The red one.

2.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive,

   negative, interrogative.

2. have got: positive, negative, interrogative,

3. question words: what? / who? / what colour? /

   whose? / which?

4. personal pronouns.

5. possessive adjectives.

6. possessive pronouns: mine, yours, his, etc.

7. indefinite article: a (n).

8. numeral: one (replacive).

9. genitive: apostrophe with proper names.

2.2.3   Lexical items and expressions:

- different objects (determined according to

  interests and previous knowledge of the group).

- adjectives: hot, cold, rich, poor, empty, full,

  strong, weak, big, small, beautiful, ugly,

  handsome, old, young, new, cheap, expensive,

  tall, short, fat, thin, thick, heavy, light,

  sad, happy, thirsty, tired, etc.

- colours: red, blue, yellow, green, brown, black, beige, white, pink, purple, orange, gray, light ..., dark ..., etc.

- clothes: shirt, skirt, blouse, pullover, pants (for women), trousers (for men), dress, socks, hat, jeans, coat, shoes, etc.

- occupations: student , teacher, businessman, policeman, postman, butcher, dentist, doctor, nurse, etc.

- parts of the body: eye, nose, ear, mouth, face, hair, head, tooth/teeth, lips, chin, neck, hand, arm, leg, foot/feet, etc.

3. UNIT 3

3.1 Semantic demands on the learners

3.1.1 Topic:

- timetables.

3.1.2 Concepts:

- time.

- number.

3.1.3 Functions:

- asking and telling the time.

- expressing preferences.

3.2 <u>Linguistic forms</u>

3.2.1 Structures:

1.	- What time is it? It's ....
2.	- What's on tv <u>today</u>? - There's a <u>film</u> at <u>eight o'clock</u>.
3.	- What time is | the news on? the <u>English class</u>? - It's (on) at <u>eight o'clock</u>.
4.	- What's | my | favourite TV programme? your his her our your their - It's ....

3.2.2 Parts of the grammatical system in focus:

- present simple tense: verb **be** - 3rd person

  singular - positive, negative, interrogative.

- there is - positive.

- question words: what? / what time?

- personal pronoun: it.

- possessive adjectives.

- prepositions: on, at, in.

- cardinal numbers: 1 to 100.

- definite article: the.

- indefinite article: a (n).

- adverbs of time: today, tomorrow, tonight,

  next ...

3.2.3 Lexical items and expressions:

- numbers: 1 to 100.

- days of the week.

- names of tv programmes (determined according

  to the interests of the group).

- film, the news, comics, soap opera, musical, etc.

- favourite, programme.

- today, tomorrow, tonight, morning, afternoon,

  evening.

- a quarter, half, past, to, o'clock.

4. UNIT 4

4.1 Semantic demands on the learners

4.1.1 Topic:

- abilities.

4.1.2 Concepts:

- ability.

4.1.3 Functions:

- asking and talking about sports.

- asking and talking about ability to do things.

4.2 Linguistic forms

4.2.1 Structures:

1.	- Can	I	do it?	
		you		
		he		
		she		
		we		
		you		
		they		
	- Yes,	you	can	do it.
	No,	I	can't	
		he		
		she		
		you		
		we		
		they		

2.

- I	can	<u>do it</u>.
You	can't	
He		
She		
We		
You		
They		

3.

- Who can <u>do it</u> ?

- I	can.
You	
He	
She	
We	
You	
They	

4.

- What can	you	do?
	I	
	he	
	she	
	we	
	you	
	they	

- I	can	...... and ....
You		,but ....
He		
She		
You		
We		
They		

4.2.2 Parts of the grammatical system in focus:

1. modal verb **can** (ability) + verb in the infinitive form without to - positive, negative, interrogative.

2. question words: what? / who?

3. personal pronouns.

4. definite article: the.

5. indefinite article: a (n).

6. conjunctions: but, and, or.

4.2.3 Lexical items and expressions:

- sports: tennis, football, basketball, volleyball, golf, roller skate, etc. (May vary from group to group according to the students' interests and previous knowledge).

- different verbs: type, sing, play, cook, dance, etc. (May vary from group to group according to the students' interests and previous knowledge).

- musical instruments: piano, violin, guitar, flute, etc. (May vary according to the students' interests and previous knowledge).

5.   UNIT 5

5.1   Semantic demands on the learners

5.1.1   Topic:

- shopping.

5.1.2   Concepts:

- number.

- quantity.

- clothes.

- colour.

5.1.3   Functions:

- asking and talking about clothes.

- asking and talking about sizes.

- asking permission in a shop.

- givin permission in a shop.

- asking and saying how much things cost.

5.2   Linguistic forms

5.2.1   Structures:

1.	- What size	are	you ?
			we
			they
		is	he
			she

	- I'm We're You're They're He's She's	....			
2.	- Which .... would you like?				
	- I'd like	the a (n) some	....		

3.	- Can	I you he she we you they	try	it them	on?
	- Certainly.				

3.	- What colour would you like?
	- I'd like the .... | one. ones.

5.	- How much	is are	it this that they these those	?
	- It's They're	....		

5.2.2 Parts of the grammatical system in focus:

    1. present simple tense: verb **be** - positive, negative, interrogative.

    2. modal verb **can** (permission) + verb **try** in the infinitive form without to - positive, negative, interrogative.

    3. modal verb **would** (would you like) - positive and interrogative.

    4. question words: what? / which? / how much? / what colour? / what size?

    5. personal pronouns.

    6. demonstrative pronouns.

    7. cardinal numbers: 1 to 1.000.

    8. pronouns: one, ones (replacive).

5.2.3 Lexical items and expressions:

    - numbers: 1 to 1.000.

    - colours: red, green, blue, yellow, brown, black, beige, white, pink, orange, grey, purple, light ..., dark ..., etc.

    - clothes: shirt, skirt, blouse, pullover, pants (for women), trousers (for men), dress, coat, socks, jeans, etc.

    - adjectives: big, small, cheap, expensive, beautiful, ugly, heavy, ligh, dark.

- expressions:

  - can I help you?

  - thank you.

  - certainly.

  - that's all right.

  - excuse me.

6. UNIT 6

6.1 Semantic demands on the learners

6.1.1 Topic:

- leters and postcards.

6.1.2 Concepts:

- letter.

- message.

- weather.

- distance.

- place.

6.1.3 Functions:

- writing a postcard or a letter.

- asking and talking about places.

- asking and talking about the weather.

- asking and talking about months and dates.

6.2 Linguistic forms

6.2.1 Structures:

1.	– Where	am	I ?
		are	you / we / they
		is	he / she
	– You	are	at the hotel.
	I	am	in London.
	You / They	are	
	He / She	is	
2.	– What's the weather like? – It's		
3.	– What day is it? – It's		
4.	– What	's	London / the hotel	like?
		are	the people	
	– It's / They're		....	
5.	– Where's London? – It's	X km from		
		near		
6.	– There	's a	in ....
		are some ....s	
7.	– Is / Are	there	a (n) / any	.... in .....?
	– Yes, there	is. / No, there	isn't.
		are	aren't.

6.2.2   Parts of the grammatical system in focus:

1.   present simple tense: verb **be** - positive,

negative, interrogative.

2.   there is / there are - positive, negative,

interrogative.

3.   question words: what? / where?

4.   personal prononus.

5.   prepositions of place: in, on near, behind,

between, in front of, opposite, at, near.

6.   cardinal numbers: 1 to 1.000.

7.   ordinal numbers: 1st to 100th.

8.   definite article: the.

9.   indifinite article: a (n).

10. adverbs of time: tomorrow, tonight, next ...,

today.

6.2.3   Lexical items and expressions:

- different countries.

- nationalities related to the countries.

- languages related to the countries.

- different towns and cities.

- adjectives: hot, cold, big, small, beautiful,

ugly, old, new, cheap, expensive, dirty, clean,

good, bad, etc.

- weather: sunny, rainy, cloudy, snowy, windy, etc.

- numbers: 1 - 100. 1st - 100th.

- days of the week.

- months of the year.

- people.

- expressions:

  - dear X.

  - see you soon.

  - best wishes.

  - love.

7. UNIT 7

7.1   Semantic demands on the learners

7.1.1   Topic:

- orders.

7.1.2   Concepts:

- order.

7.1.3   Functions:

- giving orders.

7.2 Linguistic forms

7.2.1 Structures:

1.	– Do	this ! that		
2.	– Don't do	this ! that		
3.	– Look at	me you him her us you them	!	
4.	– Give	it them	to	me ! you him her us you them
5.	– Give	me you him her us you them	a record ! the records !	

7.2.2 Parts of the grammatical system in focus:

1. imperative (infinitive without to) – positive and negative.

2. object pronouns.

3. demonstrative pronouns.

4. definite article: the.

5. indefinite article: a (n).

7.2.3 Lexical items and expressions:

- different verbs: be (quiet), sit (down), come
(in), walk, open, take (off), put (on), run,
smile, move, look (at), turn (on), turn (off),
etc. (May vary from group to group according
to the students' interests).

- different objects determined according to the
interests and previous knowledge of the group.

8. UNIT 8

8.1 <u>Semantic demans on the learners</u>

8.1.1 Topic:

- present activities.

8.1.2 Concepts:

- time.

- duration.

– Yes	you	are. / No,	you	aren't.
	he	is. /	he	isn't.
	she	/	she	
	you	are.	you	aren't.
	we		we	
	they		they	

3.

– What is X v +ing ?

– He	is	v + ing something.
She		

4.

– Who is X v + ing ?

– He	is v + ing someone.
She	

5.

– Who is v + ing ?

– X is.

6.

– Why	are	you	doing	this	now ?
	am	I		that	
	is	he			
		she			
	are	we			
		you			
		they			

– Because	I	am	. . . .
	you	are	
	he	is	
	she		
	we	are	
	you		
	they		

8.2.2 Parts of the grammatical system in focus:

1. present continuous tense (be + v + ing) –

positive, negative, interrogative.

2. question words: what? / who? / why?

3. personal pronouns.

4. demonstrative pronouns: this, that.

5. adverb of time: now.

6. pronouns: something, someone.

8.2.3 Lexical items and expressions:

- different verbs: play, dance, sing, cook, run,
  walk, talk, eat, smile, ride, drive, sleep, etc.
  (May vary from group to group according to the
  students' interests and previous knowledge).

- adjectives: hot, cold, hungry, thirsty, fat,
  thin, happy, sad, strong, weak, etc.

9. UNIT 9

9.1 Semantic demands on the learners

9.1.1 Topic:

- preferences.

9.1.2 Concepts:

- preference.

9.1.3 Functions:

- expressing preferences.

9.2 Linguistic forms

9.2.1 Structures:

1.	– Do you like	your name	?
		pizza	
		Michael Jackson	
		Madonna	
		Madonna's house	
		your father's name	
	– Yes, I do. / No, I don't.		
2.	– I like .... and ...., but I don't like		
3.	– I don't like .... or		
4.	– What's your favourite food ? – My favourite food is .... – .... is my favourite		
5.	– Who's your favourite singer ? – My favourite singer is		

9.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **like** with auxiliary verb **do** - positive, negative, interrogative.

2. question words: what? / who?

3. personal pronouns: I, you.

4. possessive adjectives: my, your.

5. genitive: apostrophe with proper names.

   apostrophe with common nouns.

6. conjunctions: but , and, or.

9.2.3 Lexical items and expressions:

- food in general: rice, egg, meat, chicken,

   bread, butter, sugar, cheese, etc.

- vegetables: lettuce, potato, beans, carrot, etc.

- fruit: tomato, apple, banana, pear, grapes,

   orange, lemon, etc.

- drinks: coffee, tea, milk, beer, water, whisky,

   etc.

- different objects determined according to the

   interests and previous knowledge of the group.

- famous people determined according to the

   interests of the group.

- family: father, mother, brother, sister, baby,

   daughter, son, uncle, aunt, cousin, grandfather,

   grandmother, baby brother, baby sister, etc.

- colours: red, blue, yellow, green, brown, black,

   beige, white, pink, orange, purple, grey, etc.

- clothes: shirt, skirt, blouse, pullover, jeans,

   dress, jacket, etc.

SEVENTH GRADE

1. UNIT 1

1.1 Semantic demands on the learners

1.1.1 Topic:

- people and their interests.

1.1.2 Concepts:

- occupation.

- nationality.

1.1.3 Functions:

- asking and saying where people are from.

- asking and talking about people's interests and hobbies.

- asking and talking about people's jobs.

1.2 Linguistic forms

1.2.1 Structures:

1.	- Where	does	he	come from?
			she	
		do	you	
			we	
			they	

– He She	comes	from		
I We You They	come			

2.

– What	do	you we they	do ?
	does	he she	

– I	'm	a ....
We	're	....
You They	work	in a
He	's	a ....
She	works	in a

3.

– What do		you we they	like doing in your spare time?
	does	he she	

– I	like	v + ing.
We You They	love	
He	likes	
She	loves	

1.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive.

2. present simple tense: different verbs with
   auxiliary verb **do/does** - positive and
   interrogative.

3. gerund: (v + ing form).

4. question words: what?/ where?

5. personal pronouns.

1.2.3 Lexical items and expressions:

- hobby, information, spare time, university.

- different verbs: travel, dance, sing, etc.

- occupations: engineer, housewife, interpreter,
  mechanic, pharmacist, etc.

2. **UNIT 2**

2.1 Semantic demands on the learners

2.1.1 Topic:

- personal relationships.

2.1.2 Concepts:

- occupation.

- possession.

- family relationships.

- nationality:

2.1.3 Functions:

- introducing people formally.

- asking and explaining relationships.

- giving information about people.

2.2 Linguistic forms

2.2.1 Structures:

1.	- This is ....

2.	- Who's X ?			
	- He She	's a cousin	of	mine. yours.
	You We They	are cousins		his. hers. ours. theirs.
	- He She	's X and Y's cousin.		
3.	- X, who is Y's ......, comes from			
4.	- X, who is a ..... of mine, comes from ...			

2.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person

   singular - positive and interrogative.

2. question words: who?

3. personal pronouns.

4. possessive pronouns.

5. genitive: apostrophe with proper names.

2.2.3   Lexical items and expressions:

- family: mother, father, daughter, son, brother, sister, uncle, aunt, grandfather, grandmother, etc.

- expressions:-how do you do.

-nice to meet you.

3.   UNIT 3

3.1   Semantic demands on the learners

3.1.1   Topic:

- future plans.

3.1.2   Concepts:

- occupation .

- ambition.

3.1.3   Functions:

- asking and talking about ambition.

- explaining occupations.

3.2 Linguistic forms

3.2.1 Structures:

1.	- What	do	you we they	want to be?
		does	he she	
	- I	don't	want to be	a teacher.
	We You They			teachers.
	He She	doesn't		a teacher.
2.	- What would		you he she they	like to be?
	- I He She	would like to be		a ....
	We They			..........s.
3.	- A carpenter is a person who makes things with wood.			

3.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **want** + **to be** - positive, negative, interrogative.

2. modal verb **would** (would you like + to be) -

positive, interrogative.

3. question words: what?

4. pronoun: who (used to define a relative clause).

5. indefinite article: a (n).

3.2.3 Lexical items and expressions:

- occupations: air steward, astronaut, carpenter,

  detective, hairdresser, ice-skater, vet,

  magician, pilot, racing driver, etc.

- different verbs: cut, look after, prepare, drive,

  etc.

4. UNIT 4

4.1 Semantic demands on the learners

4.1.1 Topic:

- when and how to do different things.

4.1.2 Concepts:

- time.

- permission.

- condition.

4.1.3 Functions:

- asking for and giving permission.

- refusing permission.

- making conditions.

- asking and talking about fixed times.

4.2 Linguistic forms

4.2.1 Structures:

1.	– Can	I / you / he / she / we / you / they	go to the ....?

– Yes, all right. / No, I'm sorry.

– Yes, [you / I / he / she / you / we / they] can. / No, [you / I / he / she / you / we / they] can't.

2. – Yes, <u>you</u> can, but <u>you</u> must be home | at | ...
                                                     | by |

3. – <u>What time</u> / When | does the ..... | start / finish | ?

   – It | starts / finishes | at ....

4.2.2   Parts of the grammatical system in focus:

   1. present simple tense : verb **start** and **finish** -
      3rd person singular with auxiliary verb **does**.

   2. modal verb **can** (permission).

   3. modal verb **must** (obligation).

   4. question words: what time? / when?

   5. personal pronouns.

   6. definite article: the.

   7. prepositions of time: by, at.

   8. adverbs of time: afterwards, tonight, today.

   9. adverbs of place: outside, inside.

4.2.3   Lexical items and expressions:

   - concert, film, football match, party, supermaket,
     classroom, kiosk.

   - borrow, follow, learn, stay, be mad at, fasten,
     choose, finish, start.

   - expressions:

     - I'm sorry.

     - that's all right.

     - the trouble is ...

   - straight, until, afterwards, tonight, outside,
     inside, today.

5. UNIT 5

5.1 Semantic demands on the learners

5.1.1 Topic:

- people and their journeys.

5.1.2 Concepts:

- time.

- place.

- frequency.

- duration.

5.1.3 Functions:

- asking and talking about ways people travel.

- asking and saying how long journeys take.

- showing places.

- making parting remarks.

5.2 Linguistic forms

5.2.1 Structures:

1.	- How	do	you they	(usually)	get to work?
		does	he she		

- I	(usually)	walk.
We	(sometimes)	go by car.
They	(never)	
He	(always)	walks.
She		goes by car.

2.

- Do	you	ever	go by car ?
	they		walk
Does	he		
	she		

- No, never. / Yes, always.

3.

- How long does it take	you ?
	them
	him
	her
- It takes	me	fifteen minutes.
	them	
	him	
	her	

4.

| - Here | it is. |
| | is the office. |

5.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person

   singular - positive.

2. present simple tense: different verbs with

   auxiliary verb **do/does**.

3. question words: how? / how long?

4. personal pronouns.

5. object pronouns.

6. adverbs of frequency: always, usually, sometimes, never, ever.

7. adverbs of place: here, there.

8. preposition: by (used with means of transport).

5.2.3 Lexical items and expressions:

- means of transport: bus, car, train, bicycle, etc.

- different verbs: go, walk, get, catch, take, build, etc.

- expressions:

    - what a pity!

    - here it is.

    - have a good day.

    - see you later.

- buildings: school, office, theatre, church, hospital, etc.

6. **UNIT 6**

6.1 <u>Semantic demands on the learners</u>

6.1.1 Topic:

- animals.

6.1.2 Concepts:

- behaviour.

- speed.

- wild animal .

- domestic animal.

6.1.3 Functions:

- describing animals and their behaviour.

- giving explanations.

- asking and talking about speed.

6.2 Linguistic forms

6.2.1 Structures:

1.	- The a cheetah it	chases	its	preys.
	Cheetahs They	chase	their	
2.	- How fast can	it they	run ?	
	- It They	can run at 50 km an hour.		

6.2.2 Parts of the grammatical system in focus:

1. simple present tense: different verbs with
   auxiliary verb **do/does.**

2. modal verb **can** - ability + verbs in the
   infinitive form without to.

3. question words: how fast?

4. personal pronouns: it, they.

5. possessive adjectives: its, their.

6. definite article. the.

7. indefinite article: a (n).

8. preposition: at (used with speed).

6.2.3 Lexical items and expressions:

- animals: bee, cheetah, leopard, ostrich, pigeon,
  rabbit, etc.

- parts of the body: claw, toe, trunk, wing, eye,
  nose, etc.

- adjectives: national, powerful, rare, different.

- verbs: be situated, chase, gather, hide, hunt,
  protect, save, etc.

- prey, danger, environment, extinction,
  organization, park.

7. UNIT 7

7.1 Semantic demands on the learners

7.1.1 Topic:

- people.

7.1.2 Concepts:

- personality.

- interest.

- nationality.

7.1.3 Functions:

- comparing personalities.

- comparing interests.

7.2 Linguistic forms

7.2.1 Structures:

1.

- I	am	(sometimes)	shy.
You	are		
We			
They			
He	is		
She			
- So am I.			

2.	- I	am not	<u>shy</u>.
	You	aren't	
	We		
	They		
	He	isn't	
	She		
	- Nor <u>am I</u>.		

3.	- I	love	<u>singing</u>.
	You		
	We		
	They		
	He	loves	
	She		
	- So <u>do I</u>.		

4.	- I	don't	like <u>singing</u>.
	You		
	We		
	They		
	He	doesn't	
	She		
	- Nor <u>do I</u>.		

7.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive, negative, interrogative.

2. present simple tense: different verbs with auxiliary verb **do/does** + verb in the gerund - positive, negative.

3. personal pronouns.

4. inversion with so/nor.

5. modifiers: quite, a bit.

7.2.3 Lexical items and expressions:

- personality.

- different nationalities.

- adjectives: bossy, good-tempered, helpful,

   lively, moody, shy, etc.

- be keen on.

- verbs: dance, sing, play, skate, etc.

8. UNIT 8

8.1 Semantic demands on the learners

8.1.1 Topic:

- things we have to do.

8.1.2 Concepts:

- obligation.

- responsability.

- time.

8.1.3 Functions:

- asking and talking about obligation.

- asking and talking about responsabilities.

8.2 Linguistic forms

8.2.1 Structures:

1.

– Do	you we they	have to	wear a tie ?
Does	he she		
– Yes,	I we you they	have to	wear a tie.
– No,	he she I we you they	has to don't	have to wear a tie.
	he she	doesn't	

8.2.2 Parts of the grammatical system in focus:

1. modal verb **have to** with auxiliary verb **do/does**
   followed by verbs in the infinitive form -
   positive, negative, interrogative.

2. personal pronouns.

8.2.3 Lexical items and expressions:

- verbs: have to, prefer, float, lift, reach, test.

- adjectives: boring, confortable, etc.

- uniform, tie, track suit, jeans, etc.

9. UNIT 9

9.1 <u>Semantic demands on the learners</u>

9.1.1 Topic:

- daily routine.

9.1.2 Concepts:

- time sequence.

- time.

- quantity.

- frequency.

9.1.3 Functions:

- linking events in a time sequence.

9.2 Linguistic forms

9.2.1 Structures:

1.	– School	(always)	starts	at .....
	Lessons		start	
2.	– Before	school ends,	I do my homework.	
	When	lessons end,	I don't do my homework.	

9.2.2 Parts of the grammatical system in focus:

1. present simple tense: different verbs with auxiliary verb **do/does** - positive and negative.

2. personal pronouns.

3. time clauses using when, before.

4. adverbs of frequency.

9.2.3 Lexical items and expressions:

- verbs: copy, try, study, dance, sing, listen to, etc.

- always, never, sometimes, usually, etc.

- blackboard, textbook, book, playground, etc.
(The nouns used may vary according to the students' interests and previous knowledge of the language).

10. UNIT 10

10.1 Semantic demands on the learners

10.1.1 Topic:

school regulations.

10.1.2 Concepts:

- permission.

- instruction.

- obligation.

- time.

10.1.3 Functions:

- asking for and refusing permission.

- talking about rules and instructions.

- linking facts.

10.2 Linguistic forms

10.2.1 Structures:

1.	- Can	I	wear jeans?
		you	
		he	
		she	
		we	
		they	

- Yes, <u>you</u> can. No, <u>you</u> can't.			

2.	- I	must <u>wear</u>	my	uniform.
	You		you	
	He		his	
	She		her	
	We		our	
	They		their	

3.	- <u>The visit to the zoo</u>, which is <u>the class trip this term</u>, is on 10th <u>April.</u>

10.2.2   Parts of the grammatical system in focus:

1. modal verb **can** (permission) followed by verb

   in the infinitive form without to - positive,

   negative, interrogative.

2. modal verb **must** (obligation) followed by verb

   in the infinitive form without to.

3. relative clause with **which.**

4. personal pronouns.

5. possessive adjectives.

10.2.3   Lexical items and expressions:

- coach, disaster, exam, project, packed lunch,

  visit, raincoat.

- verbs: be able to, belong, hope, stay behind,

  remember, return, etc.

- months of the year.

- numbers: 1st to 31st.

11. UNIT 11

11.1 Semantic demands on the learners

11.1.1 Topic:

- more regulations.

11.1.2 Concepts:

- prohibition.

- sign.

- obligation.

11.1.3 Functions:

- talking about prohibition.

- asking about and explaining signs.

11.2 Linguistic forms

11.2.1 Structures:

1.	- <u>You</u> mustn't <u>talk</u>.
2.	- No <u>running.</u>
3.	- Don't <u>talk</u>.
4.	- What does that sign mean?
	- It means ....

11.2.2 Parts of the grammatical system in focus:

1. modal verb **must** (obligation) followed by verb

   in the infinitive form without to.

2. modal verb **mustn't** (prohibition) followed by

   verb in the infinitive form without to.

3. no + gerund. (+ ing form).

4. negative imperative: don't + verb in the

   infinitive form without to.

5. present simple tense: verb **mean** with auxiliary

   verb **does** - positive and interrogative.

6. question word: what?

7. personal pronouns.

11.2.3 Lexical items and expressions:

- sandwich, sheet of paper, sign, etc.

- verbs: feed, kill, park, shout, smoke, take

  photographs, touch, talk, run, mean, etc.

12. **UNIT 12**

12.1 <u>Semantic demands on the learners</u>

12.1.1 Topic:

- animals and personal behaviour.

12.1.1 Concepts:

- behaviour.

- time.

- possibility.

- animal.

- human being.

12.1.3 Functions:

- talking about animal behaviour.

- asking and talking about personal behaviour.

- drawing attention.

- commenting and responding to comments.

12.2 Linguistic forms

12.2.1 Structures:

1.	- <u>A gorilla</u>	lives	in groups.				
	` <u>Gorillas</u>	live					

2.	- What	do	you we they	do when	you we they	are	<u>tired?</u>
		does	he she		he she	is	
	- I We You They	go	to sleep when	I We You They	am are		<u>tired.</u>
	He She	goes		He She	is		

3.	- Look at .	me !
		you
		him
		her
		it
		us
		them
4.	- Isn't it lovely! / What a lovely day!	
	- Yes, isn't it.	
5.	- Aren't they lovely!/What lovely flowers!	
	- Yes, aren't they.	

12.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** - positive,

   negative, interrogative.

2. present simple tense: different verbs - positive

   and interrogative.

3. imperative: infinitive without to - phrasal

   verb **look at** - positive.

4. question words: what?

5. time clause with **when**.

6. personal pronouns.

7. object pronouns.

8. exclamations.

12.2.3 Lexical items and expressions:

- adjectives: fierce, male, peaceful, smart, sweet, tiny, human, female, etc.

- animals.

- verbs: tear, beat, burn, cry, cut down, fight, lock, punch, throw, wave, etc.

- leaf/leaves, jungle, pillow, bush, baby, etc. (The nouns are selected according to the interests and previous knowledge of the group of students).

13. UNIT 3

13.1 Semantic demands on the learners

13.1.1 Topic:

- illnesses.

13.1.2 Concepts:

- illness.

- health.

- body.

13.1.3 Functions:

- asking and talking about minor illnesses.

13.2 Linguistic forms

13.2.1 Structures:

1.	- What's the matter with	you ?
		them
		him
		her

	- I	've	got a (n) ....
	We		
	They		
	He	's	
	She		

| 2. | - (Don't) worry! |

13.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person singular - interrogative.

2. have got - positive.

3. imperative (infinitive without to) - positive and negative.

4. question words: what?

5. personal pronouns.

6. object pronouns.

7. indefinite article: a (n).

13.2.3 Lexical items and expressions:

- headache, sore throat, stomachache, temperature,

        cold.

     - matter.

     - have a look at , see, worry about, test.

14. UNIT 14

14.1 Semantic demands on the learners

14.1.1 Topic:

     - the recent past.

14.1.2 Concepts:

     - time.

     - past.

     - place.

14.1.3 Functions:

     - asking and talking about the recent past.

     - asking for and giving opinions.

14.2 Linguistic forms

14.2.1 Structures:

1.	- Where	were	you	yesterday?
			they	
		was	he	
			she	

- I	was	at home.
We	were	
They		
He	.were	
She		

2.

- Where	you	at home yesterday?
	they	
Was	he	
	she	

- Yes,	I	was.	Yes,	we	were.
No,	he	wasn't.	No,	they	weren't.
	she				

3.

- Did	you	have a cold?
	he	
	she	
	they	

- Yes,	I	did.
	we	
No,	he	didn't.
	she	
	they	

4.
- What was it like?
- It was terrible.

5.
- Was it terrible?
- Yes, it was. / No, it wasn't.

14.2.2 Parts of the grammatical system in focus:

1. past simple tense: verb **be** - positive, negative, interrogative.

2. simple past tense: verb **have** with auxiliary verb **did** - positive, negative, interrogative.

3. question words: what? / where?

4. personal pronouns.

5. adverbs of time: yesterday, last night.

6. prepositions of place: at, in.

14.2.3   Lexical items and expressions:

- ill, sick.

- yesterday, last.

- days of the week.

- months of the year.

- expressions:

  - poor little baby!

  - lucky you!

  - come on!

15. UNIT 15

15.1   <u>Semantic demands on the learners</u>

15.1.1   Topic:

- famous people.

15.1.2   Concepts:

- history.

- profession.

- nationality.

- time.

15.1.3 Functions:

- asking and talking about people in history.

- talking about past lives.

15.2 **Linguistic forms**

15.2.1 Structures:

1.	- Who	was	Mozart?
		were	the Beatles?
	- He She	was a	
	They	were .... s	

2.	- What nationality	was	he ?
			she
		were	they
	- He She	was	....
	They	were	

3.	- When	was	he	born ?
			she	
		were	they	
	- He She	was	born	in ....
	They	were		

4.	- When did	he	die ?
		she	
		they	
	- He She They	died	in ....

5.	- What	did	he	do?
			she	
			they	
	- He	wrote novels.		
	.She			
	They			

15.2.3   Parts of the grammatical system in focus:

1. simple past tense: verbs **start, live, write, die** with auxiliary verb **did** - positive, negative, interrogative.

2. simple past tense: verb **be** - positive, negative, interrogative.

3. question words: who? / what? / when?

4. personal pronouns.

5. preposition of time: in (used with dates).

15.2.3   Lexical items and expressions:

- occupations: dancer, trumpeter, singer, actor, actress, painter, sculptor, painter, composer, writer, comedian, etc.

- adjectives: poor, rich, wonderful, terrible, etc.

- verbs: be born, die, start, live, write, etc.

- symphony, orchestra.

16. UNIT 16

16.1 Semantic demands on the learners

16.1.1 Topic:

- more details about the recent past.

16.1.2 Concepts:

- time.

- activity.

- preference.

16.1.3 Functions:

- asking and talking about recent past activities.

- asking for and giving opinions.

16.2 Linguistic forms

16.2.1 Structures:

1.

- What did	you	do	last ......?
	he		
	she		
	they		

- I	went to the cinema.
We	
He	
She	
They	

2.

- Did	you	enjoy it ?
	he	
	she	
	they	

- Yes, I did. / No, I didn't.

16.2.2   Parts of the grammatical system in focus:

1. simple past tense: different verbs with auxiliary verb **did**.

2. question words: what?

3. personal pronouns.

4. object pronouns: it.

5. adverbs of time: yesterday, last .....

6. definite pronoun: the.

16.2.3   Lexical items and expressions:

- verbs: come, go, meet, say, see, take, think, enjoy, smile, dial, etc.

- art gallery, birthday party, cinema, church, etc.

- adventure, comedy, horror, mystery, romantic, science fiction, etc.

- days of the week.

- months of the year.

17. UNIT 17

17.1 <u>Semantic demands on the learners</u>

17.1.1 Topic:

- places.

17.1.2 Concepts:

- place.

- direction.

- distance.

17.1.3 Functions:

- asking and saying where places are.

- asking for and giving directions.

- attracting attention.

17.2 <u>Linguistic forms</u>

17.2.1 Structures:

1.	- Where	is the ....?	
	- It's	on your	right.
			left.
		in the middle of the town.	
		between X and Z.	
		on the north side of the	
		opposite the	....
		next to	

2.

– Can you tell me the way to the ......?			
– (Don't) turn	right		at the ....
	left		into <u>Oak Street</u>.
	go	up	this street.
		down	
		along	
		pas	

17.2.2 · Parts of the grammatical system in focus:

1. modal verb **can** (possibility) followed by
   verb **tell** in the infinitive form without to.

2. simple present tense : verb **be** – 3rd person
   singular – positive, interrogative.

3. imperative – infinitive without to – positive,
   negative.

4. question words : where?

5. personal pronouns: it, you.

6. possessive adjectives : your.

7. object pronouns: me.

8. prepositions of place.

9. prepositional phrases.

10. definite article: the.

11. demonstrative pronouns: this, that.

17.2.3 Lexical items and expressions:

- places: car park, church, football stadium,

  hotel, library, palace, police station,

  railway station, sports centre, square,

  supermarket, town hall, etc.

- in the middle of, between, on, into, at, up,

  along, down, past, right, left, opposite, at

  the end of, etc.

- ring road, bus stop.

- excuse me.

18. **UNIT 18**

18.1 Semantic demands on the learners

18.1.1 Topic:

- more details about places.

18.1.2 Concepts:

- place.

- feature.

18.1.3 Functions:

- asking about and identifying places.

- asking and talking about features of places.

18.2 Linguistic forms

18.2.1 Structures:

1.	- Is that where the Prince got married? - Yes, it is. / No, it isn't.
2.	- This is where the Prince got married.
3.	- Is there much pollution in Brazil? - Yes, there is. / No, there isn't.
4.	- Are there many parks in Paris? - Yes, there are. / No, there aren't.

5.	- There	isn't aren't is are	much many a lot of	pollution in Brazil. parks in Paris. ....

18.2.2 Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person

   singular - positive, negative, interrogative.

2. there is / there are - positive, negative,

   interrogative.

3. simple past tense - different verbs - positive.

4. where in relative clauses.

5. personal pronouns: it.

6. quantifiers: many, much, a lot of.

7. prepositions of place: in, on, at.

18.2.3   lexical items and expressions:

- places: park, palace, church, school, theatre,

   etc.

- employment, unemployment, pollution.

EIGHTH GRADE

1. **UNIT 1**

1.1 Semantic demands on the learners

1.1.1 Topic:

- events in the past.

1.1.2 Concepts:

- time.

- past.

- event.

1.1.3 Functions:

- asking and talking about events in the past.

- talking about events in history.

1.2 Linguistic forms

1.2.2 Structures:

1.	- I	saw	a film about ......
	You	didn't see	
	He		
	She		
	We		
	They		

2.	- He	became famous	in ....
	. She		
	They		

1.2.2 Parts of the grammatical system in focus:

1. simple past tense: different verbs with auxiliary verb **did**.

2. personal pronouns.

3. prepositions of time: in, on.

1.2.3 Lexical items and expressions:

- verbs: become, see, announce, count, point, murder, etc.

- adjectives: famous, unknown, well known, etc.

- dates.

- numbers: 1 to 1.000.

- days of the weeek.

- months of the year.

2. UNIT 2

2.1 Semantic demands on the learners

2.1.1 Topic:

- future intention.

2.1.2 Concepts:

- time.

- future.

2.1.3 Functions:

- asking and talking about future intention.

2.2 Linguistic forms

2.2.1 Structures:

1.

- What	are	you we they	going to do this ...?
	is	he she	
- I We You They	am are	going to	
He She	is		

2.

- Are	you we they	going to ..... this .....?			
Is	he she				
- Yes,	I	am.	/ No,	I'	m not.
	We You They	are.		we you they	aren't
	he she	is		he she	isn't.

2.2.2 Parts of the grammatical system in focus:

    1. future going to (be + going to + verb in the infinitive form without to) - positive, negative, interrogative.

    2. question words: what?

    3. personal pronouns.

    4. demonstrative pronoun **this** used with adverbs of time.

2.2.3 Lexical items and expressions:

    - verbs: look after, wash, see, mend, patch, watch, make some ..., go out, do the homework, etc.

    - family: brother, sister, baby, grandmother, grandfather, etc.

    - morning, afternoon, evening, night, today, tonight, tomorrow, etc.

3. UNIT 3

3.1 Semantic demands on the learners

3.1.1 Topic:

    - comparisons.

3.1.2 Concepts:

    - comparison.

3.1.3 Functions:

- making comparisons.

- giving opinions.

3.2 <u>Linguistic forms</u>

3.2.1 Structures:

1.

- A (n)	....	is	faster	than	a (n)	.....
The		are	more expensive		the	

2.

- ...	is	the	best			
	are		smallest	place	in the world.	
			mos dangerous	film	I've ever	seen
						been to.

3.

- It	's	the same as	....
	is	different from	
They	're		
	are		

4.

- It	isn't	as .... as ....
They	aren't	

5.

- I	am	better	than	you.
		shorter		me.
He	is	more intelligent		him.
She				her.
We	are	as .... as		us
You				them.
They				

6.

- I	am	the best	person	in the world.
We	are			
You				
They				
He	is			
She				

3.2.2 Parts of the grammatical system in focus:

1. simple present tense: verb **be** - positive, negative, interrogative.

2. personal pronouns.

3. object pronouns.

4. adjectives in the comparative and superlative form.

5. definite article: the.

6. indefinite article: a (n).

3.2.3 Lexical items and expressions:

- adjectives: long, short, old, new, young, small, big, wet, dry, thin, thick, fat, heavy, light, good, bad, nice, ugly, handsome, beautiful, intelligent, fast, great, etc.

- school, church, bank, hairdresser, hospital, world, etc.

- parts of the body: eyes, nose, ear, mouth, cheeks, neck, chin, hair, head, hands, arms, legs, shoulders, elbows, etc.

- clothes: dress, skirt, shirt, coat, raincoat, jacket, blouse, pullover, pants (for women), trousers (for men), dress, socks, underpants, knickers, hat, jeans, etc.

- expressions: I've ever been to. seen.

4. UNIT 4

4.1 Semantic demands on the learners

4.1.1 Topic:

- orders.

4.1.2 Concepts:

- order.

- instruction.

- skill.

- method.

4.1.3 Functions:

- giving orders.

- giving instructions.

- asking and talking about skills and methods.

4.2 Linguistic forms

4.2.1 Structures:

1.	- (Don't) show	me	the	card.
				pens.
2.	- (Don't) show	it	to me.
		them	

3.

> - Do <u>you</u> know how to do <u>it</u>?
>
> - Yes, <u>I</u> do. / No, <u>I</u> don't.
>
> - Tell <u>me</u> how to do <u>it</u>.

4.2.2   Parts of the grammatical system in focus:

1. imperative (infinitive without to) - positive, negative.

2. simple present tense: verb **know** - 1st and 2nd persons singular - positive, negative, interrogative with auxiliary verb **do**.

3. personal pronouns.

4. object pronouns.

5. definite article: the.

6. relative clause with **how**.

7. linkers: first, then, finally.

4.2.3   Lexical items and expressions:

- first, then, finally.

- verbs: show, make, turn over, cut, take, find, look, throw, shuffle, etc.

- trick, recipe, game, card.

5. UNIT 5

5.1 Semantic demands on the learners

5.1.1 Topic:

- more future plans.

5.1.2 Concepts:

- time.

- future.

- intention.

- duration.

5.1.3 Functions:

- asking and talking about definite future plans.

- asking and talking about duration of time.

- asking and talking about point of time.

5.2 Linguistic forms

5.2.1 Structures:

1.	- What	are	you	doing	tonight	?
			they		tomorrow	?
		is	he		on Monday	?
			she			
	- I	'm	going to a party.			
	We	're	meeting someone	at	the airport.	
	They				4 o'clock.	

He / She	's			in	five minutes.

2.

– When	are	you	arriving ?
How long		we	staying ?
		they	
	is	he	
		she	

3.

– I	'm	arriving	tomorrow.
You / We / They	're	staying	for three months.
He / She	's		

5.2.2 Parts of the grammatical system in focus:

1. present continuous tense (future use) –
   positive, negative, interrogative.

2. question words: what? / when? / how long?

3. personal pronouns.

4. prepositions of time: at, in, for, after, in.

5. adverbs of time: tomorrow, tonight, etc.

6. definite article: the.

7. indefinite article: a (n).

5.2.3 lexical items and expressions:

- months of the year.

- days of the week.

- numbers: 1 to 100.

- expressions: poor kid!

6. UNIT 6

6.1 Semantic demands on the learners

6.1.1 Topic:

- family.

6.1.2 Concepts:

- family relationships.

- possession.

- job.

6.1.3 Functions:

- asking and talking about family relationships.

- talking about possessions.

6.2 Linguistic forms

6.2.1 Structures:

1.	- Who's X? - He | 's Y's .... She
2.	- X is Y's .... - X and Z are Y's ....
3.	- My <u>mother</u> is a <u>nurse</u> at <u>the hospital</u> which is situated <u>just outside Paris</u>. - My <u>father</u> has a <u>taxi</u> which <u>he keeps in the</u> <u>garage</u>.

6.2.2   Parts of the grammatical system in focus:

1. present simple tense: verb **be** - 3rd person singular and 3rd person plural - positive and interrogative.

2. present simple tense: different verbs with auxiliary verb **do/does** - positive, negative.

3. question words: who?

4. personal pronouns.

5. possessive adjectives.

6. genitive: apostrophe with proper names.

7. relative clauses with which.

6.2.3   Lexical items and expressions:

- verbs: live, keep, have, take, watch, go, use, etc.

- family: grandfather, grandmother, uncle, aunt, father, mother, husband, wife, son, daughter, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandson, granddaughter, nephew, niece, cousin, etc.

- occupations: taxi driver, nurse, teacher, student, doctor, etc.

7. UNIT 7

7.1 Semantic demands on the learners

7.1.1 Topic:

- instructions.

7.1.2 Concepts:

- instruction .

7.1.3 Functions:

- giving instructions...

- checking and reporting instructions.

7.2 Linguistic forms

7.2.1 Structures:

1.	- I	want	you	to do this!
	You		me	
	He		him	
	They		her	
	He	wants	it	
	She		us	
			them	
2.	- Do	you	want	me	to do this?
		they		us	
	Does	he		it	
		she		him	

		her		
		you		
		them		

- Yes, <u>I</u> do. / No, I don't.

3.

- What	are	you	doing?
		we	
		they	
	is	he	
		she	

- I	am	<u>standing</u>	<u>opposite you.</u>
We	are		
You			
They			
He	is		
She			

4.

- Where	are	you	<u>putting</u>	your	<u>books?</u>
		they		their	
	is	he		his	
		she		her	

- <u>Under the table.</u>

5.

- Which	<u>arm</u>	are	you	<u>raising?</u>
			they	
		is	he	
			she	

- My	<u>left arm.</u>
Our	
Their	
His	
Her	

---

6. - (Don't) do this!

7.2.2　Parts of the grammatical system in focus:

1. simple present tense: verb **want** + object

   pronoun + infinitive verb – with auxiliary

   verb **do/does** – positive, negative, interrogative.

2. imperative – infinitive without to – positive

   and negative.

3. question words: what? / where? / which?

4. personal pronouns.

5. possessive adjectives.

6. object pronouns.

7. prepositions of place: in, on, under, opposite,

   behind, etc.

7.2.3　Lexical items and expressions

- verbs: throw, put, lift, learn, stand, keep,

  raise, block, try, punch, attack, etc.

- judo, instructor, karate.

- parts of the body.

- right, left, opposite, on, in,under, etc.

- expressions:─as hard as you can.

8.　**UNIT 8**

8.1　Semantic demands on the learners

8.1.1　Topic:

- facts in the past.

8.1.2 Concepts:

- time.

- chronological sequence.

8.1.3 Functions:

- asking for and giving chronological information.

- talking about consequences.

8.2 Linguistic forms

8.2.1 Structures:

1.	- When	was	he	born?
			she	
		were	they	
	- He	was	born in	
	She			
	They	were		
2.	- When	did	you	leave?
			he	
			she	
			we	
			they	
	- I	left	five days ago.	
	We			
	He			
	She			
	You			
	They			
3.	- Who left five days ago?			
	- X did.			

4.	- How long ago did X <u>leave</u>? - X <u>left five days ago</u>.
5.	- Where did X <u>go five days ago</u>? - X <u>went to</u> ....
6.	- Why did X <u>leave five days ago</u>? - X left <u>because Y offered him a job</u>.

7.	- Did	you he she they	leave five days ago?

- Yes, <u>I</u> did. / No, <u>I</u> didn't.

8.	- X <u>loved the girl so he gave her a present</u>.

8.2.2 Parts of the grammatical system in focus:

1. past simple tense: verb **be** - positive, interrogative.

2. past simple tense: different verbs with auxiliary verb **did** - positive, negative, interrogative.

3. question words: who? / what? / where? / when? / why? / how long?

4. personal pronouns.

5. object pronouns.

6. adverbs of time: ago.

7. linkers: so, because.

8. definite article: the.

9. prepositions of time: in, on.

8.2.3 Lexical items and expressions:

- differen verbs: leave, offer, contract, study, want, start, enjoy, give, get, make, take, know, go, etc.

- sports: boxing, karate, martial arts, judo, kung fu, skating, diving, skiing, surfing, etc.

- boxer, skill, talent, fight, kick, scratch, etc.

- parts of the body: elbow, fist, nail, etc.

- ago, mysteriously.

9. **UNIT 9**

9.1 Semantic demands on the learners

9.1.1 Topic:

- permission and prohibition to do things.

9.1.2 Concepts:

- permission.

- prohibition.

9.2.3 Functions:

- asking and talking about what you are allowed to do.

9.2   Luinguistic forms

9.2.1   Structures:

1.	- Are	you they	allowed to <u>go to the cinema in the evening?</u>				
	- Is	he she					
	- Yes,	I We They He She	am. are. is.	No,	I we they he she	am are is	not.

2.	- I	'm	(not)	allowed to <u>go to the cinema in the evening.</u>
	- You We They	're		
	- He She	's		

3.	- My Your His Her Our Your Their	parents (won't) let	me you him her us you them	go to the cinema when	I you he she we you they	like. likes. like.

4.	- What time	do does	you they he she	have to <u>go to the cinema?</u>
	- At			

9.2.2 Parts of the grammatical system in focus:

1. present simple tense: **be allowed** + verb in the infinitive with to - positive, negative, interrogative.

2. let + object pronoun + verb in the infinitive without to - positive, negative with won't.

3. have to + infinitive without to - positive, negative, interrogative.

4. question words: what time?

5. personal pronouns.

6. possessive adjectives.

7. object pronouns.

8. adverbs of time: tonight, tomorrow, late, in the evening, etc.

9. definite article: the.

9.2.3 Lexical items and expressions:

- late, early, in the morning, afternoon, evening, tonight, etc.

- verbs: explain, miss (the bus), go, stay (up), look forward to, etc.

- youth club.

10. UNIT 10

10.1 Semantic demands on the learners

10.1.1 Topic:

- planning what to do.

10.1.2 Concepts:

- suggestion.

- opinion.

- request.

- time.

10.1.3 Functions:

- asking for suggestions.

- making suggestions.

- making alternative suggestions.

- responding to suggestions.

- expressing opinions.

- making polite requests.

- responding to requests.

10.2   Linguistic forms

10.2.1   Structures:

1.	– What shall we do on <u>Sunday</u>?
	– How | about going to a disco? What |
	– How | about going to the cinema instead? What |
	– Yes, that's a good idea!/No, that's boring!
2.	– Let's <u>go to the cinema</u>.
3.	– Could you <u>turn on</u> the lights, please? – Yes, of course. / Yes, all right.

10.2.2   Parts of the grammatical system inf focus:

1. modal verb **shall** (suggestion) - interrogative.

2. modal verb **could** (request) - interrogative.

3. let's + verb in the infinitive form without to.

4. what/how about + verb in the gerund (in form).

5. question words: what? / how about?

6. personal pronouns: we, you.

7. adverbs of time.

8. definite article: the.

9. indefinite article: a (n).

10.2.3   Lexical items and expressions:

– verbs: buy, go, take, come, get, send, see,

eat, dance, meet, etc.

- days of the week.

- theatre, cinema, park, zoo, museum, show, etc.

- adjectives: good, nice, boring, great, bad, etc.

- expressions:

  - of course.

  - all right.

  - please.

  - that's a good idea!

11.   **UNIT 11**

11.1   <u>Semantic demands on the learners</u>

11.1.1   Topic:

- invitations..

11.1.2   Concepts:

- invitation.

- offer.

- acceptance.

- refusal.

11.1.3   Functions:

- inviting people to do things.

- accepting and refusing invitations with a

  reason.

- offering people things politely.

11.2 Linguistic forms

11.2.1 Structures:

1.	- Would you like to go to <u>a pub</u>? - OK. Thanks very much. - Sorry, I can't. I'm <u>going to a party</u>.
2.	- Would you like <u>a cup of coffee</u>? - Yes, please. / No, thanks.

11.2.2 Parts of the grammatical system in focus:

1. modal verb **would** (would you like) - used in requests and when offering things politely.

2. present continuous tense - positive.

3. modal verb **can** (permission).

4. personal pronouns: you, I.

5. definite article. the.

6. indefinite article: a (n).

11.2.3 Lexical items and expressions:

- disco, club, pub, cinema, football match, theatre, museum, etc.

- things to eat: sandwiches, bread, biscuits, cake, etc.

- things to drink: tea, coffee, lemonade, milk, beer, wine, etc.

- expressions:

    - yes, please.

    - no, thanks.

    - it depends.

    - never mind.

    - thanks very much.

12. UNIT 12

12.1 Semantic demands on the learners

12.1.1 Topic:

- people and places.

12.1.2 Concepts:

- health.

- suggestion.

- comparison.

12.1.3 Functions:

- talking about people (asking and explaining why people can't do things).

- criticizing people's lifestyle and diet.

- making suggestions.

- talking about life in the country and in big cities.

- comparing life in the country and in big cities (advantages and disadvantages).

12.2 Linguistic forms

12.2.1 Structures:

1.

- What's the matter?

- I	'm	too tired to go for a run.
- She He	's	
- We They	're	

- I' She He	'm 's	not	fit enough to run.
We They	're		

2.

- You	eat	too	many	cakes.
			much	salt.
	drink		little	water.

3.

- You	should	drink eat	a lot of more less	water. vegetables.

4.

- You shouldn't	drink eat	too much many	water. cakes.

5.

- There	is	a lot of too much	pollution	but ...
	are	too many	cars	and ...

6.

- There	isn't aren't	enough	fresh air. schools for everybody.

12.2.2 Parts of the grammatical system in focus:

1. modal verb **should** (advice) - positive, negative.

2. there is / there are - positive, negative.

3. simple present tense: verb **be** - positive, negative, interrogative.

4. question words: what?

5. personal pronouns.

6. quantifiers:

- too many   + countable noun.

- too much   + uncountable noun.

  little

- more   + countable and uncountable nouns.

- a lot of

- less

- not enough

7. conjunctions: and, but, or.

12.2.3 Lexical items and expressions:

- food and drink: cake, coffee, tea, vegetables, butter, beer, cheese, bread, wine, juice, milk, sugar, salt, etc.

- noise, fresh air, pollution, accommodation, etc.

- adjectives: young, old, new, tired, big, small, wet, dry, bad, intelligent, heavy, light, fit, etc.

- expressions:-it's good / bad for you.

13. UNIT 13

13.1 Semantic demands on the learners

13.1.1 Topic:

- ability to do things.

13.1.2 Concepts:

- ability.

- time.

13.1.3 Functions:

- asking and talking about ability to do things.

- asking and talking about ability to do things
  in the past.

13.2 Linguistic forms

13.2.1 Structures:

1.	- I	could	swim	when	I	was	four.
	You	couldn't			you	were	
	He				he	was	
	She				she		
	We				we	were	
	They				they		

2.	- When	I he she	was	four I could swim, but I can't now.
		we you they	were	
3.	- I'd like to be able to hang-glide.			

13.2.2 Parts of the grammatical system in focus:

1. modal verb **can/could** (ability) - positive, negative.

2. modal verb **would** (would like - volition) + to be able to + verb in the infinitive form without to - positive.

3. simple past tense + verb **be** - positive.

4. when with relative clauses.

5. personal pronouns.

6. cardinal numbers.

7. adverb of time: now.

13.2.3 Lexical items and expressions:

- verbs: swim, ride, speak, type, drive, cook, fly, dance, read, sing, etc.

- numbers: 1 to 100.

14.   UNIT 14

14.1   Semantic demands on the learners

14.1.1   Topic:

- talking about events.

14.1.2   Concepts:

- time.

- space.

14.1.3   Functions:

- asking and talking about recent experiences.

- asking for and giving opinion.

14.2   Linguistic forms

14.2.1   Structures:

1.

- Have	you	ever	ridden on a camel?		
	they				
Has	he				
	she				
- Yes,	I	have. / No,		I	haven't.
	we			we	
	they			they	
	he	has.		he	hasn't.
	she			she	

2.

- I We You They	have 've	(just) (already) (never)	ridden on a camel.
He She	has 's		

3.

- I We You They	haven't	ridden on a camel	yet. since ...
He She	hasn't		

4.

- I We You They	have 've	lived in Curitiba	for 20 years. since 1967.
He She	's has		

5.
- Where have <u>you</u> been?
- <u>I</u>'ve been to ....

6.
- How long have <u>you</u> been there?
- <u>I</u>'ve been there for ....

7.
- When have <u>you</u> been there?
- <u>I</u>'ve been there in ....

8.
- What have <u>you</u> done there?
- <u>I</u> have ....

9.
- What was it like?
- It was <u>great fun</u>.

10.
- Which is <u>the best film</u> you have ever seen?
- ET is <u>the best film</u> I've ever seen.

14.2.2   Parts of the grammatical system in focus:

1.   present perfect tense - positive, negative,

interrogative, with different verbs.

2.   present simple tense: verb **be** 3rd person

singular - positive, interrogative.

3.   past simple tense: verb **be** 3rd person

singular - positive, interrogative.

4.   question words: what? / which? / how long? /

where? / when?

5.   personal pronouns.

6.   preposition: for (duration of time).

7.   adverbs: just , already, never, ever, yet,

since.

here, there.

8.   adjectives: superlative form.

9.   definite article: the.

10. indefinite article: a (n).

14.2.3   Lexical items and expressions:

- verbs: swim, ride, cook, read, meet, eat, know,

get, go, feel, see, visit, etc.

- just, already, never, ever, since, yet, for.

- adjectives: long, short, old, new, young,

beautiful, interesting, exciting, good, bad,

charming, ugly, nice, hot, cold, great, tall,

etc.

- different places and countries.

- well known people: artists, singers, writers,

   politicians, poets, actors, filmstars, etc.

- numbers in dates.

- days of the week.

- months of the year.

APPENDIX 2 – MATERIALS AND EXTRA INFORMATION

RELATED TO CHAPTER 5

In this appendix we have collected all the materials and extra information related to chapter 5. The numbers used here are the same numbers used in chapter 5 to facilitate cross reference.

5.2 UNITS PROPOSED FOR THE FIRST GRADE

1.3.1 a) <u>Song for greetings</u>

Good morning my dear teacher,

My teacher, how care you?

I am so very happy

To say "hello" to you.

Unknown author, transcribed from <u>Let's sing with pink and blue</u>, volume 1, Pink and Blue Pioneira de Produções, 1976. (record)

b) <u>Song for departures</u>

Goodbye, goodbye.

Goodbye to you and you.

Goodbye to everybody

And a kiss for you.

Unknown author, trasncribed from SANTOS, LUCIA CORREIA. <u>English for children</u>. Rio de Janeiro, papelaria América, 1978. (cassette).

2.2.3 a) The range of meaning of the demonstrative

pronouns **this/that** in relation to Portuguese:

this	este
that	esse
	aquele

b) In the sentence "The man that said **that** is a fool" the **that** is working as pronominal, referring to the statement before.

One can notice that the meaning of **that** is not the same of **aquele** in Portuguese. It has got a wider range of meaning.

2.3.4

One Little Indian

If you want, use your fingers to count as you sing this song.

One lit - tle, two lit - tle, three lit - tle In - di - ans;

Four lit -tle, five lit-tle, six lit-tle In - di-ans; Sev-en lit-tle, eight lit-tle,

nine lit- tle In - di - ans; Ten lit - tle In - di - an chil - dren.

1. One little, two little, three little Indians;
Four little, five little, six little Indians;
Seven little, eight little, nine little Indians;
Ten little Indian children.

2. Ten little, nine little, eight little Indians;
Seven little, six little, five little Indians;
Four little, three little, two little Indians;
One little Indian child.

Traditional English song, transcribed from GRENOUGH, MILLIE. <u>Sing it</u>! New York, McGraw-Hill, 1976, p.3 + cassette.
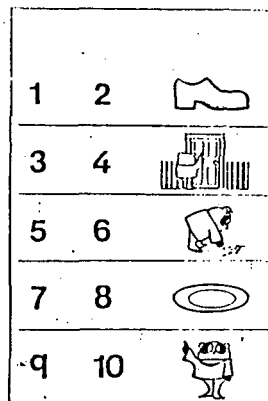
2.3.7 a)
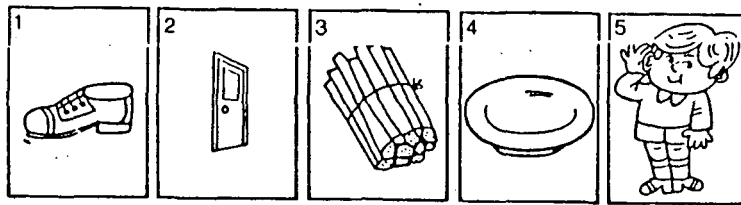
Rhyme: One, two! This is my shoe.

Three, four! That's the door.

Five, six! A bundle of sticks.

Seven, eight! A big white plate.

Nine, ten! Say it again!

Traditional English rhyme, transcribed from
ALEXANDER, L.G. Look, listen and learn!,
teacher's book one. London, Longman, 1975.
p.17-18.

b)

Rhyme: One, two! This is my shoe.

Three, four! Knock at the door.

Five, six! A bundle of sticks.

Seven, eight! A big white plate.

Nine, ten! Say it again!

Traditional English rhyme, transcribed from
WEBSTER, D. & HIROYOSHI, H. Play and say with
Paddy and Pip. Play book 2. London, MacMillan,
1977. p.35.

3.1.4 For further details on colour spectrum refer to
the following sources:

- BERLIN, B. & KAY, P. Basic color terms.

  Berkeley, University of California Press, 1960.

  178 P.

- Colour and kinship: two case studies in "universal

  semantics". In: LEECH, G. Semantics; the study

  of meaning. 2.ed. Harmondsworth, Penguin, 1981.

  chapter 12. p.231-254.

- The structure of the vocabulary. In: ULLMANN, S.

  Semantics; an introduction to the science of

  meaning. London, Blackwell & Mott; 1977.

  chapter 9. p.236-258.

3.3.7 Rhymes related to colours

a) Roses are red,

    Violets blue.
    Sugar is sweet,
    And so are you.

Traditional English rhyme, unknown source.

b) Red sky at night
    Shepherd's delight.
    Red sky in the morning
    Shepherd's warning.

Traditional English rhyme, transcribed from Rhymes
to remember. Kids 6425, Macdonald 345 cassettes.
England, 1982.

3.3.8

My Bonnie

My Bon-nie lies o - ver the o - cean.___ My Bon-nie lies

o - ver the sea._____ My Bon - nie lies o - ver the

o - cean.___ Oh, bring back my Bon - nie to me!_____

CHORUS

Bring back, bring back, Oh, bring back my Bon-nie to me, to me.

Bring back, bring back, Oh, bring back my Bon-nie to me._____

1. My Bonnie lies over the ocean.
My Bonnie lies over the sea.
My Bonnie lies over the ocean.
Oh, bring back my Bonnie to me.

CHORUS
Bring back, bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, bring back,
Oh, bring back my Bonnie to me.

2. Oh blow, you winds, over the ocean.
Oh blow, you winds, over the sea.
Oh blow, you winds, over the ocean,
And bring back my Bonnie to me.
CHORUS

3. Last night as I lay on my pillow.
Last night as I lay on my bed,
Last night as I lay on my pillow,
I dreamed that my Bonnie was dead.
CHORUS

4. The winds have blown over the ocean.
The winds have blown over the sea.
The winds have blown over the ocean,
And brought back my Bonnie to me.
CHORUS

Traditional English song, transcribed from GRENOUGH,
MILLIE. Sing it! New York. MacGraw-Hill, 1976.
p.18-19 + cassette.

7.3.2   JONES, LEWIS.   Fast food.   Essex, Longman, 1983.

10.3.1

Old Macdonald

1   Old Macdonald had a farm. E-I-E-I-O.
And on this farm he had some chicks.
E-I-E-I-O!
With a chick. chick here and a chick. chick there
Here a chick. there a chick. everywhere a chick.
   chick.
Old Macdonald had a farm. E-I-E-I-O.
2   Old Macdonald had a farm. etc.
And on this farm he had some ducks.
E-I-E-I-O!
With a quack. quack here. etc
Old Macdonald etc.
3   Old Macdonald had a farm. etc.
And on this farm he had some turkeys.
E-I-E-I-O!
With a gobble. gobble here. etc.
Old Macdonald etc.
4   Old Macdonald had a farm. etc.
And on this farm he had some pigs.
E-I-E-I-O!
With a grunt. grunt here. etc.
Old Macdonald etc.

Traditional English song, transcribed from
ALEXANDER, L.G.,   TADMAN, J. & KINGSBURY.   Target 2,
students' book.   London, Longman, 1973.   p.121.

10.3.2   Rhyme: Round and round the garden,

Goes the little mouse.

One step, two steps, into his little house.

Round and round the garden,

Goes the hungry cat.

Where's the mouse?

Where's the mouse?

He's in his little house.

Traditional English rhyme, transcribed from DUNN,
OPAL.   Mr bear's book of rhymes.   London,
MacMillan, 1979.   p.19.

While saying the rhyme teachers can have the following drawings on the blackboard:

for the first part.

for the second part.

Teachers can ask one student to act out the mouse's role and another one to act out the cat's role.
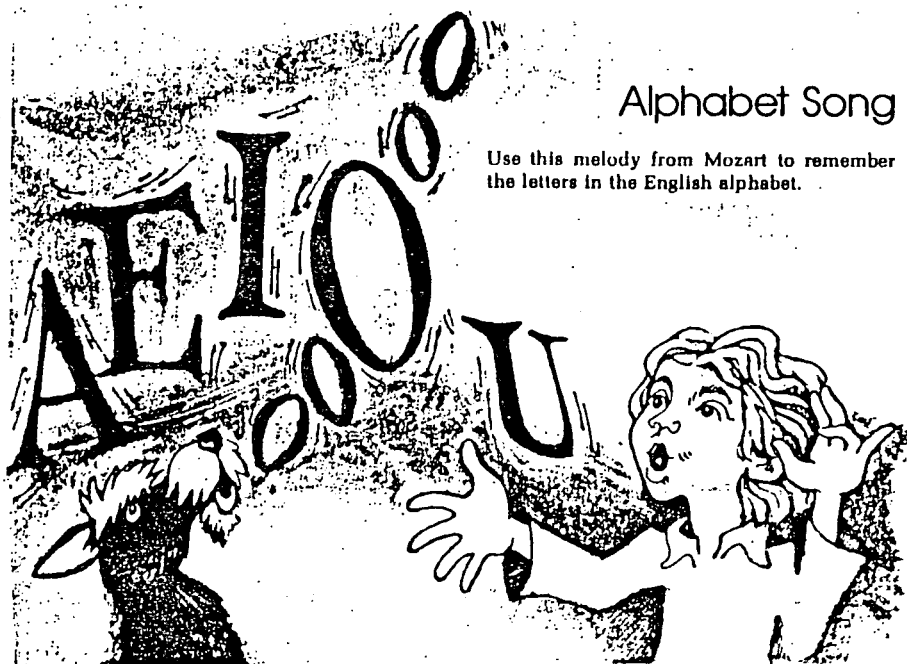
5.3 UNITS PROPOSED FOR THE SECOND GRADE

8.3.1 Happy Birthday Song

Happy birthday to you
Happy birthday to you
Happy birthday dear ...
Happy birthday to you.

Traditional English song, transcribed from Let's sing with pink and blue, volume 1, Pink and Blue pioneira de produções, 1976. (record).

9.3.4 a)

Alphabet Song

Use this melody from Mozart to remember the letters in the English alphabet.

| C | | F | C | G7 | C | G7 | C |

A - B - C - D - E - F - G - H - I - J - K - L-M-N-O-P

| G7 | C | G7 | C | | F | C | G7 |

Q - R - S - T - U - V - W - X - Y - Z.

| C | | F | C | G7 | C | G7 | C |

These are the let-ters from A to Z. Now they are a part of me.

A—B—C—D—E—F—G—
H—I—J—K—L—M—N—O—P—
Q—R—S—T—U—V—
W—X—Y—Z.

These are the letters from A to Z.
Now they are a part of me.

Unknown author of words for the song, trnascribed from GRENOUGH, MILLIE. Sing it! New York, McGraw-Hill, 1976. p.1 + cassette.

b)

Bingo

Sing this song with energy. Use your voice
to sing and your hands to clap.

1. There is a farmer and he has a dog,
And Bingo Is his name. Oh!
B—I—N—G—O,
B—I—N—G—O,
B—I—N—G—O,
And Bingo Is his name. Oh!

2. There is a farmer he has a dog,
And Bingo Is his name. Oh!
•—I'—N—G—O.
•—I—N—G—O,
•—I—N—G—O,
And Bingo Is his name. Oh!

3. There is a farmer and he has a dog,
And Bingo Is his name. Oh!
•—•—N—G—O.
•—•—N—G—O.
•—•—N—G—O.
And Bingo Is his name. Oh!

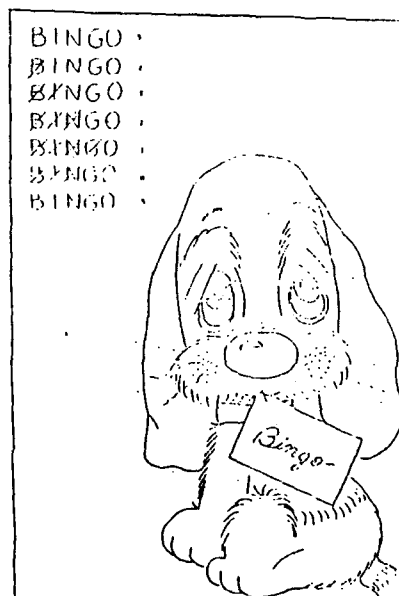4. Verse as above—   •—•—•—G—O

5. Verse as above—   •—•—•—•—O

6. Verse as above—   •—•—•—•—•

Traditional English song, transcribed from GRENOUGH,
MILLIE, Sing it! New York, McGraw-Hill, 1976. p.2
+ cassette.

While singing the song students can colour "Bingo".

10.3.1 <u>Good morning!</u>

Good morning!


```
Good mor - ning, good  mor - ning, good     mor - ning!
And  how  are  you  this    mor - ning?  Good  mor - ning,
good  mor - ning!  And  how  are  you  to -  day ———?
I'm  fine. thanks.  I'm  fine. thanks.  I'm  fine. thanks.  this
mor  —  ning ———
```

Good morning, good morning, good morning!
I'm fine, I'm fine.this morning.
Good morning, good morning!
I'm fine. I'm fine today.

I'm fine. thanks. I'm fine. thanks,
I'm fine. thanks this morning...

Goodbye now, goodbye now, goodbye now!
I'm off to school this morning.
Goodbye now, goodbye now,
I'm off to school today.

From: ABBS, B. WORRALL, A. & TREVOR, J. <u>Jigsaw</u>
<u>songs and songbook.</u> London, Mary Glasgow, 1979.
p.3 + cassette.

10.3.2   a) <u>Language for interaction</u>

LANGUAGE FOR INTERACTION

- What's the meaning of ...?
- What's the English word for ...?
- What does X mean?
- Don't | talk. / Listen, please.
         | write. / Listen carefully.
- Pay attention.

- Let's | work in pairs.
        | read.
        | sing.
        | write.

- Did you understand?
- Is it clear?
- Close the door.
- Open the window.
- Can | I clean the blackboard?
  May |
- Homework on the table.
- Please copy your homework in your diaries.
- Let's call the register.
- Can you call the register for me, please?
- Keep your mouth closed.
- Listen and repeat.
- Talk to your friend.
- May I go to the loo?
- Raise your hands.
- Any questions?
- Open your books on page ...
- Let's follow the instructions.
- ... on the desk.
- Lift your chairs.
- Did you do your homework?
- Let's correct the | homework.
                    | exercise.
- Come to the blackboard.
- Let's try to improve.
- Can you do that now?
- Can we have some ideas now?
- That's good.
- It is difficult, isn't it?

Produced by the teachers from Escola Anjo da Guarda.

b)

Classroom Phrases and Instructions

A great many phrases and instructions may be used in the classroom during the course of a normal lesson. Instructions should always be given in English and their meaning should be conveyed by gesture and mime where possible when they are first introduced. The list given here is not meant to be exhaustive, but simply to indicate the sort of expression that might be used. The list may be used for reference if necessary.

General

Good mornmg/afternoon.
Stand up.
Sit down.
Hurry up.
Quiet please.
Be quiet.
Come here.
Behave yourself.
Don't fidget/talk/fight/push, etc.
Good.
Very good.
Excellent.
Nice work.
Lovely.
Who's absent?
Where's (Bob)?
Right.
Let's begin/start.
Listen to me.
All right.
O.K.
Pay attention.
Do you want to leave the room?
May I leave the room?
Yes, you may.
Bye, bye.
Who can lend (Bob a pen)?
See you tomorrow.
Bring me/give me that/those/
     some . . .
Sit up.
Sit properly.
Go and wash your hands/face.
Sorry.
Put up your hands.
Hands down.
Stop talking/fidgeting/messing
     about.
Quickly.
Be quick.
Thanks.
Thank you very much.
Pick up that . . .
Turn round.
Wake up.
One by one.
In twos.
Wait your turn.
Don't be silly.
What do you want?
What's the matter?
What's up?
What's happening?
What's going on?
Get into line.
There's the bell.
That's all for today.

The Classroom

Draw the curtains.
Open/shut the door/the windows.
Bring me some chalk please.
Fetch some/a . . .
Take out your books.
Put away your things.
Tidy up your desks/the classroom.
Clean the blackboard.

The Conduct of the Lesson

Plug in the tape-recorder please.
Turn/Switch on/off the tape-
     recorder.
Put the lid on.
Put the tape-recorder away.
Put the tape in its box/cassette.
Listen.
Listen and say.
Look and listen.
Repeat after me.
I'll say . . . and you'll answer . . .
Like this.
Ready?
Off we go.
Let's start.
All together.
Now in groups.
Now you.
Look at your book.
Don't look at me.
Look at picture number . . .
Open/shut your books.
Turn to page . . .
Say it again.
Say it after me.
Do your best.
In English please.
It's time for (a song).
That's right/wrong.
You've made a mistake.
Who wants to . . . ?
Who's going to . . . ?
Let's (act the scene).
Whose turn is it to . . . ?
Come to the front of the class.
Take the part of . . .
You'll be (Sandy).
Speak clearly.

12.3.2

2 How d'you do

How d'you do —, how d'you do —. This is Joe and

this is Sue. My name's Bill. And who are you?

My name's Jane. How do you do. My name's Jane. And

who are you? My name's Bill. How do you do —.

From: ABBS, B., WORRALL, A. & TREVOR, J. <u>Jigsaw</u>
<u>songs & songbook</u>. London, Mary Glasgow, 1979.
p.4 + cassette.

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